

A few weeks ago I walked a couple of miles from Manchester University to Old Trafford to watch an evening match. My route took me through Hulme, one of our most depressed inner-city areas. According to figures recently released by the city council, 67.5 per cent of men in Hulme are jobless.

It didn't occur to me to avoid Hulme. Over the years I've often walked through crowded housing estates, and never felt any sense of danger. On this occasion it was different. Among the groups of youths I passed I felt a suppressed violence.

A memory surfaced in my mind of my own conscript days after the war. After morning parade we'd been sent round the camp to pick up waste paper. There wasn't much to find, so after an hour we hid in a cellar, looking out at the sunlight. If we'd been discovered, we'd have been allocated another meaningless task. I recall a desire to hit something, a great anger at the waste of those precious years. Such feelings among unemployed youngsters are natural. I'm not surprised that 18-year-olds for whom unemployment seems permanent become anti-social.

Violence at Handsworth or Tottenham is inexcusable, and has a variety of causes; but there's no doubt that youth unemployment creates a dangerous attitude of mind. In our inner cities there's a rage which needs to find an outlet. Youth unemployment is evil and ought to be unacceptable in a civilized society. It's soul-destroying, a breeding ground for despair.

This may sound like empty rhetoric. All the Western countries have youth unemployment problems, and a variety of plans haven't produced adequate solutions. What new policies can be tried?

I believe we need a huge cultural shift of attitudes towards education, work and leisure, redefinitions backed up by adequate financial support for the necessary reforms. This is perhaps the only way our society can maintain stability during the next decades. Youth unemployment, of course, is only a more visible aspect of the whole unemployment problem, for which we need imaginative and radical changes of attitude.

The Government would say it is already



BRIAN COX

## Wasted years

'Youth unemployment is evil... a breeding ground for despair'

doing what it can to create more jobs and to develop training schemes. The October cut in National Insurance contributions for the low-paid is purposely aimed at encouraging firms to take on more workers. The two-year Youth Training Schemes mean that no young person under 18 need be unemployed.

But many economists believe the over-anxious quest for more jobs is historically defunct, and that the unemployment crisis cannot be remedied by a revival of economic growth. Even if the Government's most optimistic forecasts were achieved, there would still be tens of thousands of unemployed youngsters.

And Youth Training Schemes, however necessary and excellent, are not much consolation to those who can only hope for unskilled work. When the training is over, a high percentage of students immediately go back on the dole. They are likely to feel cheated.

The great weakness of this Government is that it has not invested enough money in education. It's proper that we should develop vocational training; at the same time we must encourage education for leisure and self-fulfilment. It is in this area that the Government has been notably weak.

I have four proposals to make:

1 Any young person with appropriate qualifications who wants to take an educational course should not be discouraged by lack of financial support. The present system of i.e.a. discretionary grants works badly, with practice varying considerably around the country. We need a national scheme for mandatory grants for those in non-advanced full-time and part-time education. In this way public funds would be transferred from financing more unemployment, through the dole, to financing more youth education and training.

2 The cuts in higher education must be stopped. This summer I've been engaged in the wicked exercise of rejecting well-qualified applicants for admission to my university. I've talked to students who because they cannot find a university place decide to take a year off in employment, and try again in 1986. Their decision means that down the line, perhaps in Hulme, someone ends up on the dole.

The Green Paper on higher education states that higher education as a whole can be expected to "shrink". It proposes that there should be a limited experiment for a small number of universities and polytechnics to test the view that a "two-year degree for the most able could become a prestigious award, which

would be highly coveted". This is utilitarianism at its worst, a rejection of the whole general culture. We need a four-year degree, as I've argued before.

3 Many young people don't want to continue in full-time education. They want to work and earn money, and so to force them to stay on at school until 18 would be wrong. For such students we need an expansion of part-time courses, not only to train them in jobs but to widen their enjoyment of life. I'm thinking of courses in sport, film, or maintenance and music, as well as traditional arts subjects. These need to be courses, training students in real skills - how to perform well at a sport, to play a musical instrument, to speak a foreign language.

I'm very sympathetic towards organizations such as the WEA and the Open University, but their appeal has been mainly to the middle classes. We need a wide range of courses for the have-nots, properly funded and related to their own needs and interests.

4 How will all these ventures be paid for? Under the Conservative Government spending on defence has increased by 20 per cent in real terms. Money must be transferred from the defence budget to education. What is the point of building tanks to beat the Russians if at the same time you are creating among young people a hatred of society, an ethos based on anger and despair?

### NEXT WEEK

English

The disappearing subject? A leading county inspector sounds the alarm, and other writers look at the latest books, materials and ideas

Video violence

David Dale assesses the work of the Parliamentary Video Enquiry Group

Video points

The dilemma posed by pupils who refuse to speak in class

Circus trainer

The teacher who put away with the Big Top school

# Educational Supplement

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## Employers seek to exclude teachers from lunch deals

by Richard Garner and Biddy Passmore

Local education authorities look likely to try to clinch lunchtime supervision deals based on ancillary staff, and excluding teachers from receiving special payments.

The moves come in the week Sir Keith Joseph announced that £10 million is available to i.e.a.s immediately for lunchtime deals.

Already, Leeds councillors are considering whether to press for a lunchtime agreement which would reduce unemployment in the city - prompting worries by heads about untrained staff supervising children.

In addition, St Helen's has already taken on extra ancillary staff to keep the school meals service going during the teachers' dispute - a move which has prompted some headteachers to walk out because they consider supervision levels to be unsafe.

The National Union of Public Employees also believes that its negotiators should seize on the deal clinched with the Inner London Education Authority and seek similar deals with other i.e.a.s. "Midday co-ordinators" in London can earn over £5 an hour and already 1,600 extra jobs have been created.

Sir Keith Joseph, speaking to an Association of County Councils conference in the Isle of Wight, announced he is earmarking £10 million for lunchtime deals this year. This is over and above the £40 million he is ready to take from his proposed £1.25 billion four-year teachers' pay package to solve the problem next year.

Mr Geoff Driver, who chairs Leeds education committee, said: "Members of my Labour education group are concerned about lunchtime supervision - especially with the coming inclement weather - and we are now inclined to review our present policy whereby children are sent home when headteachers don't carry out their normal supervisory activities."

"I think there is some feeling that it would be reasonable to provide emergency lunchtime supervision particularly if teachers - as we suspect - don't see lunchtime supervision as an integral part of their work."

Mr David Hart, general secretary of the National Association of Head Teachers, said: "It would be better to scrap the school meals service altogether than to have a permanent

solution which is not in the long term interests of schools. My deep suspicion is that employers will grab Sir Keith's money for a series of local ad hoc deals in which teachers are frozen out. The result will be indiscriminate in schools because those who are taken on to carry out supervision duties may not be suitably qualified."

Mr John Wootton, NASUWT executive member for the area which covers St Helen's, said: "Children leave the premises at lunchtime. Supervisors don't have the control over them that teachers do have."

The three largest teachers' unions have said they will boycott talks on lunchtime supervision deals while the present pay dispute continues.

However, the NASUWT is in favour of negotiating overtime payments for lunchtime cover once the dispute is over. The NUT is against the idea.

Sir Keith's announcement also angered some local authority employers. Mrs Josie Farrington, Labour spokeswoman on the ACC education committee, told Sir Keith on Tuesday that he had "a remarkable knack for producing torpedoes". She complained that the extra £10m this year - as well as next year's £40m - would be deducted from the £1.25 billion for restructuring.

In general, however, the Education Secretary was given a gentle ride by the assembled county councillors for a speech in which he confirmed his plans to go ahead with fresh legislation on teacher appraisal, school government and in-service training.

He is certain to come in for more criticism - in his absence at the annual meeting of metropolitan i.e.a.s. which starts in Leeds today.

AMA leaders are expected to complain that Sir Keith's latest announcement is yet another example of his poor sense of timing. Some will be worried, too, that his plan to fund this year's £10m through education support grants means that the Government is effectively taking their money to break their strike.

The local authorities have not yet agreed a funding scheme for the lunchtime supervision plan next year. There is some reluctance among i.e.a.s. to see such a large increase in the share of their spending funded through ESFs.



Primary aid: pupils at Etringham School, Wandsworth, South London helped load sacks of food bound for famine victims in Africa. The school was one of several collection points as six lorries loaded up 80 tonnes of food collected by children in inner London schools as part of a "Schools for Africa" appeal. The convoy - the lorries for which were provided free by haulage contractors - left on Tuesday on the first stage of its journey to Africa.

## Dons ponder double strike

Representatives of more than 30,000 university teachers, due to meet in emergency session in London today, were expected to recommend a ballot among their members for two one-day strikes, the first not later than January.

The aim is to demonstrate concern over further reduction in university funding and the continuing decrease in lecturers' comparative earnings. It will be the first time members have been called upon to go out on strike.

There is particular anger about the 4 per cent rise offered to university lecturers in 1985 compared with the 5 per cent backdated to April plus another 2 per cent from December gained by polytechnic lecturers.

## Plea over practice

A plea for teacher training colleges to postpone students' teaching practice until schools are back to normal was made this week by the Secondary Heads Association, Bert Lodge writes.

In a letter to the Universities Council for the Education of Teachers, Mr Peter Snape, SHEA general secretary says: "We are acutely aware that schools' conditions are currently on a PGCE course at a university, polytechnic or college of higher education."

Miss Mary Russell, secretary of UCEAT, said the matter would be considered by a subcommittee next week. About 8,000 students are currently on a PGCE course at a university, polytechnic or college of higher education.

## 16-plus: staff to get bigger say

by Susannah Kirkman

The Secondary Examinations Council is to consult teachers more widely over the draft grade criteria for the GCSE.

Copies of the grade criteria, which say what pupils must be able to do to achieve specific grades, have not been sent to the schools. And there have been complaints at the failure to involve teachers.

But Sir Wilfred Cockcroft, Council chairman, said this week that, if the exam groups agreed that the draft criteria formed a "reasonable basis" for further development, teachers would then be consulted.

"Only after such a consultation would it be possible to claim that the criteria represented a consensus of views and an agreed basis for the award of grades," Sir Wilfred said.

Many people have still not seen the draft criteria, as they have been distributed slowly. Only one copy has gone to each exam group, which then have to pass photocopies to the exam boards, who distribute them among their research committees and subject panels.

The exam groups, along with subject associations, teaching unions and local authority associations, have until February to respond to the draft criteria.

In the first phase of the consultation, exam groups have been asked whether the domains or subject areas are suitable for examining, if the definitions of the criteria are appropriate, how overall grades should be produced, whether pilot exams are necessary, and how the criteria will affect the curriculum. Mr Michael Duffy of the Secondary Heads Association, who is head of King Edward VI School, Morpeth, said that schools should be asked to comment now.

Otherwise, he said, the Council, by virtue of its working brief, would not be able to respond to teachers' worries about the grade criteria.

"If they prove to be workable, grade criteria are going to have an immense effect on the curriculum and on good classroom practice," he said.

Meanwhile, bitterness between the two largest teachers' unions has prevented their national leaders joining forces to plan pay sanctions aimed at the introduction of the GCSE, Richard Garner writes.

The National Union of Teachers and the National Association of Schoolmasters' Union of Women Teachers said they had been trying for months to arrange a meeting to discuss sanctions.

But that looked remote this week following bitter exchanges between Mr Doug McAvoy, deputy general secretary of the NUT, and his opposite number, Mr Nigel de Gruchy, of the NASUWT.

Both unions, together with the Assistant Masters and Mistresses Association, are now embarking on separate sanctions aimed at the examination.

However, initially, they had felt that only a concerted joint campaign could delay the introduction of the examination.

### NOTICEBOARD

#### PEOPLE...

Mr Andrew Dyer is the new head of Willesden Junior School, west London. He was formerly on the staff of Holman Hunt primary school, Fulham.

Miss Elizabeth Holt has been appointed head of Alexandra Priory school, north west London. She was formerly deputy head.

Dr Bob Schofield is to be assistant director (academic) of Newcastle Polytechnic from January. He is currently head of the school of mechanical and production engineering at Leeds Polytechnic. Tony Colton, vice principal of North Tyneside College of Further Education, to be Principal of Matthew Boulton Technical College, Birmingham from January.

Mr Robert Horton, managing director of British Petroleum, has been appointed to the Science and Engineering Research Council in succession to Sir Francis Tombs.

#### CONFERENCES...

November 7 Campaign for Freedom of Information conference on access to personal files at the IBA Building, 70 Brompton Road, London SW3 from 10 am to 5 pm. Speakers: Sir Patrick Nairne and Des Wilson. Tickets £17.50. Details: Laura Thomas, Campaign for Freedom of Information, English Street, London WC1. (01 276 5686).

November 8 NATFHE language conference, "Languages in Industry" at Regent's College, London NW1. Details: Marguerite Devine, 3 Highgate Avenue, London N6 5RX.

November 15-17 European Council of International Schools AGM and conference at the Netherlands Congress centre, The Hague. Details from ECIS, 18 Levant Street, Petersfield, Hampshire GU32 3EW.

November 16 Centre for the Study of Comprehensive Schools South-West branch on "17th and School" at Eggescliffe School, Plymouth from 10 am to 4 pm. Fee £2.50. Details: Peter Salmon, St Stephen-in-Brannel School, St Austell, Cornwall.

November 23 Faculty of Teachers in Commerce conference at WYCA, Great Russell Street, London WC1 from 9.30 am to 4.30 pm. Talks on TVET, wordprocessing and business studies plus workshop sessions on software packages. Details: Mrs M. Stone, Raveston, Cory Drive, Hutton, Brentwood, Essex CM13 2PT.

November 26 and 27 Two one-day conferences for primary and secondary teachers on "Solving about Prehistory" at the Comprehensive Institute. Emphasis will be on teaching methods and materials with "The Human Story" exhibition as a resource. Fee £8. Details: Michael Conway, Commonwealth Institute, Kensington High Street, London W8 6NQ.

November 28-30 Family Planning Association course in personal relationships and sex education for teachers and health educators in London. Details: FPA, 27-28 Mortimer Street, London W1N 7TU (01 636 7656).

November 29-30 "Unleashing white realism" at Whitelands College. Details: RICE

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November 1, 8, 15 and 22 Four BBC English by Radio public debates on EFL and ESL at the Old Theatre, London School of Economics, Houghton Street, London WC2. The topics are: "The English language today: growth or decay" (November 1); "The most important task of an English language learner is to learn grammar" (November 8); "TEFL teacher training is not working" (November 15); and "Teaching without technology: 10 tips for TEFLers" (November 22). Free tickets from Francis Halliday, BBC English by Radio, PO Box 76, Bush House, London WC2.

November 8-18 Investigation into Harriet a Young Vic workshop by Jeremy Ball for A level students. Workshops last 2 1/2 hours at the Young Vic, 56 The Cut, London SE1 at 10.30 am on November 6, 7, 8, 12, 13, 15 and at 2.30 pm on November 9-11 and 14-18. Tickets £2.95 (students and party of 10 or more) including teachers free) and £4.95 for others. (01 429 6566).

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#### INFORMATION

SSRC The Social Science Research Council is to publish a report in 1986 on alternative teaching methods. Contributions sought from teachers. Details: Kate Ellington, SSRC, 9A Didsbury Park, Didsbury, Manchester M20 3RR.

Reunion Dr F D Bushworth, head of Holland Park School, retires at the end of this term. Former colleagues wishing to attend his retirement farewell on Saturday December 14 should contact the school's administrative officer.

PUBLICATIONS... The Special Education Handbook Written by Peter Newell for ACE, offers a comprehensive guide to the 1981 Education Act and its implications. It covers the ideas embodied in legislation, the formal processes of assessment and the making of Statements of Special Education needs, and it explains special reviews and assessments. It costs £3.25 including postage from ACE, 18 Victoria Park Square, London E2 0PB.

Directory of Specialist Careers Officers for the Handicapped. It lists specialist advisers in every i.e.a. in England, Wales, Scotland and Northern Ireland who advise young people with special educational needs. Useful reference for staff in all education, guidance, health and social services as well as libraries, information bureaux and voluntary organizations. It costs £3 from the National Bureau for Handicapped Studies, 333 Tottenham Road, London NW4 7AA.

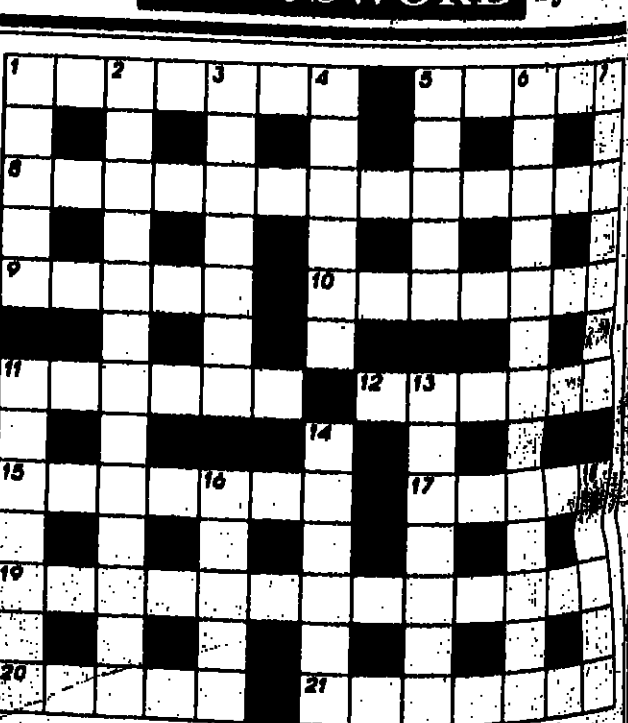
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### No 227 CROSSWORD by R. L. B.



#### Across

1 Stop the music! (7)  
2 Jump over net (5)  
3 Foreign language school association (6, 7)  
4 Those of essential staff (5)  
5 A bitter brew, that might go to a priest's head (7)  
6 Strongly disapprove of what a model will do after work? (6)  
7 A second class road - not in this country (6)  
8 Perpetrator of a dark deed (7)  
9 Signposts with tale about the Queen (5)  
10 Small volume of tales (5)

#### Down

1 Plunder Winchester, for example (5)  
2 Sassy proposal that may break a desk-jock (3, 8)  
3 Make a legal charge (7)  
4 Close - doubly close in fact (6)  
5 Yet it provides academic standing (7)  
6 It's currently attractive (7-6)  
7 The personification of turning (7)  
8 So depleted and der-

sum (5, 8)  
20 One may be put out (7)  
21 Eke out the porridge (7)  
22 The current of water? (7)  
23 Small can for use in water? (7)  
24 Sends for letters (6)  
25 A letter (5)  
26 The current of water? (7)  
27 The current of water? (7)

Solution to Puzzle No. 226

1. Plunder Winchester, for example (5)  
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EDUCATIONAL SUPPLEMENT  
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

## Leave our ivory towers alone

Last week, university vice-chancellors lured a starry cast to a conference to discuss an "Alternative Green Paper": more than 200 representatives from the universities, enough MPs and peers to make a select committee of each House of Parliament, as well as the odd industrialist and trade union leader (page 15). The timing was good, too, coinciding with the Cabinet showdown over public spending for the next three years.

But, if the vice-chancellors were hoping to use the occasion to mobilize support and thereby coax more money out of the Government, it is hard to avoid the conclusion that they muffed it.

It was never clear to whom the conference was really addressed. If to the universities themselves, it may have given them a nice warm feeling, where cold would have been more stimulating. If to the outside world, it was not clear what the "alternative" message was meant to be.

For, with a few honourable exceptions, what emerged from those rows of dark-suited men was more than a whiff of complacency.

The tone was set by Mr Maurice Shock, chairman of the vice-chancellors' committee, and Professor Sir Randolph Quirk, now president of the British Academy. There were assertions a-plenty - that the British university system was uniquely good and uniquely efficient, to take two - but little attempt to subject those assertions to the analysis one might expect from academics.

Take the standard of teaching. Mr Shock told his audience that the inextricable links between much of Britain's research and undergraduate teaching was "very rare indeed" in the university systems of the advanced world. But he did not examine whether those inextricable links are necessarily a good idea. Might they not, perhaps, have something to do with the complaints frequently expressed by students that many dons can't teach for toffee?



Maurice Shock



Sir Randolph Quirk

As for Sir Randolph, he simply stated that, as British graduates were much courted by employers, the teaching must be good. But where else are employers to get the brightest recruits, if not from universities? It would be equally plausible to say that employers snap up university graduates because they have been admitted to degree courses after one of the most rigorous sifting processes in the Western world and that three years at university have not done much to spoil them.

Such assertions were coupled with frequent complaints about the standards now achieved by schools and the narrowness of the sixth form curriculum. The first part of this attack, which centred especially on the decline in the standard of written English, should be a matter of serious concern to schools.

But the complaint about narrow sixth-form study, coming from the universities, is almost breathtaking. Who, as Anne Sofer of the SDP demanded, has killed repeated attempts at broadening sixth-form study, if not the universities?

Would a move from 'A levels' to something more

like the German *Abitur* really mean lengthening the university degree to four years, as a speaker from Bristol University suggested? Would it not be equally possible to make the degree itself broader, giving graduates less specialized knowledge but a more secure grasp of what they had studied? Most graduates, after all, are not going to enter research. Such a possibility was barely touched on at this historic meeting of minds. Nor was there any real discussion about broadening access to higher education, after it had been virtually ruled out by Mr Shock in his opening speech. From start to finish, the age participation rate was barely mentioned and mature students featured only in the context of continuing education.

As for efficiency, Sir Alex Jarratt's report on university management was barely mentioned and it seems that universities have barely started to discuss how to set any of its proposals in train.

Sir John Kingman was the only university spokesman rash enough to suggest that the basis of university funding must change from needs to results. For the rest, the overwhelming message to emerge was: "Please give us back our money and let us carry on as before."

That will no longer do. As the politicians made plain in the final session, the days when university funds arrived without strings attached are well and truly over. Whether it be a Tory government demanding more vocational relevance or a Labour or Alliance government demanding expansion with change, universities are not going to be left alone.

As for immediate prospects, the defensiveness of the university response to the Green Paper lost a golden opportunity and may well have cost them dear. As Sir Keith Joseph told the vice chancellors recently and as Peter Brooke repeated last week: We would like to get you more money but you don't give us much help.

### COMMENT

## December deadline

The guarded hope that teacher action might all be over by Christmas needs to be divested of its wistful war-time echoes for more than one urgent reason.

As the Education Secretary and his advisers must be acutely aware, quite apart from the overriding need to restore morale and progress in the schools, the real deadline for final decisions about the GCSE go-ahead must be faced at the turn of the year.

In spite of many pleas in recent weeks to postpone the starting date for the new 16-plus, whether because of lack of time and resources or because the teacher action threatens essential cooperation, Sir Keith has been adamant that he intended to stick to his schedule. The news reported by Sarah Jane Evans on our Review page, that the education publishers are very far from "geared up for the big one", is unlikely to move him any more than representations from the head-teachers.

But just how far could the implacable exam machine roll without much benefit of teachers or textbooks? Are we, as some of the exam boards have already claimed, past the point of no return?

Some of the exam boards say that postponement would be harmful because they have already stood down all activities for the separate exams. Rescheduling out-of-date exams and disappointed advisers might be messy, but obviously not out of the question.

On the other hand the exam boards are probably as ready as they are ever likely to be for the new exam - whatever they may be telling the Secretary of State officially - and the Secondary Examinations Council itself is well on course.

It is just finishing off production of

video materials and notes for group leaders for the in-service programmes due to start in January, with the cooperation of the OU and the BBC, and a leaflet is ready with transmission dates through the month.

Meanwhile, 500,000 training guides, carrying material for the training programme in all 20 GCSE subjects, are now going through the presses. Soon after Christmas, copies of the guide will be sent out to all secondary schools with two or three copies for the largest. What is impossible to prophesy at this stage is whether there will be any audience for all these materials in the schools.

If Sir Keith wishes to isolate the problem, in short, it is clearly not a question of whether the exam machinery and materials can be in place, but whether the teacher cooperation will be there from the beginning of the in-service programme on which both assessment and understanding of the process depend. The timetable is already far too tight to allow for postponement, especially as dissemination is to rely on a cascade effect.

So far there are no contingency plans to cope with the threatened boycott by teachers, but if the teachers are not in a mood for collaboration by Christmas, Sir Keith may have to think again about his decision before all those videos and manuals are launched into the schools.

In Scotland, discouraged by the unopened boxes piling up in the stockrooms, they have stopped sending out materials now.

## Catching the comet's tail

The appearance of Halley's Comet during the next six months may be a disappointing event for the British viewer (previous appearances have been far more spectacular), but it is certainly giving rise to an enormous

range of educational initiatives of which teachers could well take advantage (see page 34). As an introduction to astronomy, Halley's Comet has a wonderful mythic quality which could inspire many children to further sky-watching and interest.

Astronomy at present is a fringe subject in schools (about 500 children a year take the subject at O level). This partly reflects the dearth of resources. Ideally students do indeed need planetaria; but a lot can be done very cheaply, especially in primary and middle schools, to give children a good basic knowledge. The Association of Astronomy Education is committed to encouraging the teaching of astronomy at this level with the certainty that if they are successful there will be a demand for the subject at secondary level and beyond. They point out that young children find it a captivating topic, and authors have recognized that Halley's Comet could also stimulate other areas of the curriculum, such as history.

Astronomy is a science which can provide a hobby throughout life for the many, as well as careers for a few; and it is hard to argue with the assertion of the Association for Astronomy Education that all children should have some knowledge of their place in the universe.

### no comment

"New regulations mean that the public are allowed to attend governors' meetings. When Mr Honeyford arrived he was booed by the mainly Asian audience. One later interrupted the meeting saying he had seen Mr Honeyford handing out sheets of paper to the other governors and asked if this was the headteacher's report."

From *The Yorkshire Post* report of Drumm and Middle School governors meeting, October 16.

## What did you do...?

Croydon's new guide for primary parents is interesting for more than one reason. The exercise of defining what every primary child has a right to learn at school - the "entitlement curriculum" - and then making sure parents know what they have a right to expect, may have far-reaching repercussions.

Once it has been spelled out that every child should learn to swim, dance, master computers, make working models and read music, the authority has a duty to staff and resource the schools so those things are all taught reasonably effectively. And parents and teachers, armed with the guide, will have specific grounds for complaint where schools fall short.

Fashionably enough, Croydon has illustrated the aims with lists of objectives for the main curriculum areas. There are undoubtedly problems with these lists. The main one is that, however much you underline at the start that how children learn is more important than what they learn, the lists of objectives may still leave all but the most sophisticated readers with the impression that geography is about maps and history about charts.

That tendency may be reinforced in Croydon's guide by the failure in more than one section to translate inspectorate Educato into plain English for parents. But the Croydon objectives for eleven year olds are fairly short and sensible and agreeable to teachers (in notable contrast to some of HMI's recent lists).

The main effects of the exercise could well be powerful and beneficial, giving parents and teachers something specific to talk about. If more authorities went the same route it could generate healthy pressure for better resources for primary schools.

### Second opinion

## Somerset's way back

For many years those living in, directly engaged with the education service in, Somerset have known there is a real need for tender care. The recently published 1986 Educational Statistics reveal extent of the problem. Somerset at the bottom or near the bottom of spending and p.t.r. league table.

Over the past decade the vast non-statutory parts of the service have been removed. The last main school, the peripatetic music staff, school crossing patrols, the cat swimming pool maintenance, teachers' centres and much more. In year's in-service budget included equivalent of 600-plus supply cover. The next lowest authority almost four times that amount provision.

PTRs only tell half of the story. Two-thirds of primary classes are over 30 and some must be among largest in the country. In secondary schools there are real problems in maintenance of curriculum staffing.

In terms of buildings, the one heads the table of those with pre-built before 1903. Further, the percentage of small schools in the county such that if the recommendations size of school contained in *Best Schools* were implemented then 50 per cent of Somerset's primary schools would be closed as would a very proportion of secondary institutions. Somerset is a very rural county in such action would mean that we have created a desert and a desert rationalization.

But the reason for school closure lies far deeper than financial. It is predicated upon the mistaken notion that a school can be efficient and small is not, on assumption that urban and suburban good and that rural is bad.

This emphasis on the urban and the suburban is clear in the majority of children's reading materials which are largely aimed at the town child. The absence of materials for the rural child is simply a symptom of a wider malaise.

Similarly, the pernicious point of view which governs the staffing and financial support of our schools is particularly unkind to the rural school population. Their isolation demands a higher investment in non-transport, their limited size restricts the breadth of their curriculum. The latter far from being an argument for rationalization to larger units, would be difficult to achieve anyway.

It is tempting to ask what the answer is, over the years, there has been high regard for the rural school, but such schools have been properly supported in terms of staffing and finance. In need, had the rural sector been a beneficiary of prestigious research and had it been seen as the highland of educational practice.

In the primary sector the truth is that many of our small village schools are staffed with among the best of educators, that some of the best practice does occur in such schools and that many - if not most - of our larger schools have much to learn from their smaller country cousins.

The proposals for the first step towards educational recovery in Somerset, asking for 107 more teachers, attempting to provide an equivalent five-fold increase in supply day cover for INSET purposes, in starting out to provide instrumental teaching, going for a large increase in the buildings programme, we will satisfy some of the major criticisms the authority expressed by HMI.

Greg Jeffries is chairman of Somerset County Council Schools Committee.

## Police seek better classroom liaison

by Biddy Passmore

The police want their officers to be welcome in every school, Mr Pat Johnson, deputy secretary of the Police Federation, said on Wednesday.

But there must be two-way liaison, with teachers involved in the work of the police, he stressed.

"If there is no movement by the police service towards involving the teaching profession in our work, perhaps it is not surprising that we then find gross distortion and misrepresentation of our role in schools, coming from a relatively small minority of

the teaching profession," he declared. Mr Johnson was speaking in London at the start of a seminar on police-schools liaison organized by the Police Federation and attended by some 200 teacher union representatives, local authority officials and police officers.

It was the culmination of two years' work between the Federation and teacher unions to find models of good practice, following the 1983 report by HM Inspectorate which found worrying unevenness in the quality of liaison.

Things had got to change for the

better because of the pressure of events on both police and teachers, Mr Johnson said.

The police did not delude themselves that there was not a serious problem involving the police and young people, he said. Police had been going into secondary schools without adequate preparation in most cases.

It was important to choose officers for school visits carefully. They should neither be inarticulate and prejudiced nor "urbane, articulate and liberal-minded" officers simply doing a PR job. Those needed would have a

natural rapport based on day-to-day contact with young people.

The police had been a deeply conservative force, which had assumed that its own values and priorities were shared by everyone else, Mr Johnson acknowledged. But training and attitudes had improved since the Scarman report.

Mr Robert MacLennan, SDP home affairs spokesman, has written to Sir Keith Joseph urging him to take steps to combat attempts by inner London teachers to ban police from schools in inner London.

## Birmingham schools service shake-up ordered

by Howard Sharron

Wideranging criticisms of inefficiency within Birmingham's schools service have led to a major reorganization of the education department.

The criticisms include unfavourable comments on the department's capacity for forward planning and its emergency style of management, on poor communications with schools and the failure to introduce new technology into the department.

Also contained in a four-inch thick report on the department by the manpower effectiveness unit based in the chief executive's office, are strong criticisms of poor performance in processing student grants and blurred responsibilities of divisions within the department, leading to unnecessary duplication of functions.

The report also says the work of the special needs division needed to be given greater priority, and the monitoring of the whole education service should be strengthened.

One of the major causes of inefficiency is identified in the report as a lack of senior and middle management personnel to control the department's one third of a billion pounds budget - the largest city-based education authority budget outside London.

As a result, 32 new appointments have been proposed, including a "second" deputy chief education officer" to head a new forward planning unit and to lead a team concerned with major organizational issues such as falling rolls, curriculum re-appraisal, planning for special needs, management of the capital programme and resources.

This seems to indicate a significant shift of power away from the direct control of Mr John Crawford, chief education officer.

Two new assistant chief officers will be appointed to head the area-based divisions of the department and to



Making life hot for their teacher this week were pupils of Fakenham High School, Norfolk. Drama teacher Mr Guy Fawkes - a descendant of the gunpowder plotter - joined in the traditional fireworks celebrations by agreeing to be dressed in rags, stuffed with straw and wheeled into the school assembly as part of a charity stunt.

## Merger rethink

The Government has directly intervened in talks between City University and the City of London polytechnic on the possibility of a merger.

It came in a letter to both institutions the Department of Education and Science permanent secretary, Sir David Hancock, said he was asking the university to review its decision to pull out of a feasibility study on the merger. - *THES*.

## Honeyford stalemate

The Appeal Court this week reserved its judgement in the case of Mr Ray Honeyford - the Bradford head at the centre of a race row.

The court heard counsel for Bradford argue the city was entitled to discipline him, despite the school governors backing him.

Meanwhile, as *The TES* went to press, there had been no further move to "buy out" the headship of Drumm Middle School, where over 90 per cent of the 550 pupils are Asian.

While the Labour group has now reluctantly agreed to back attempts at a financial settlement, the Tories on Bradford's hung council will not countenance any pressure on Mr Honeyford to leave his job.

Mr David Hark, general secretary of the NAHT, Mr Honeyford's union, said he would not enter into any negotiations with Bradford Council officials unless the politicians were united behind them.

## Universities damaged by DES action, say auditors

The DES ignored repeated warnings from the University Grants Committee that its 1981 cuts in university funding were bound to lead to "damage, disorder and disorientation", says a National Audit Office report published this week.

The report by the Comptroller and Auditor General says the £238 million spent by the DES on special redundancy arrangements succeeded in enabling universities to keep within their reduced recurrent grant levels - but the Government's strategy has resulted in serious imbalances of subject areas and age groups.

It points out that there was a greater than average reduction in posts in engineering technology, mathematics and computer sciences, which it has been the intention to protect.

When the special arrangements ended in September 1984, actual reductions of academic and related staff

totalled 4,400 - 47 per cent higher than estimated - while non-academic staff had been cut by 2,800, 30 per cent lower than estimated.

The report says the difficulties caused by the 1981 cuts raised questions on how far and in what circumstances the UGC may in future have to intervene more directly in decisions on the affairs of the universities.

- *THES*.  
A warning against any further cuts in higher education funding was given to the Chancellor of the Exchequer this week by Sir James Clesington, president of the CBI.

At Tuesday's meeting of the National Economic Development Council he said he personally feared the effect on university morale and efficiency of "this bleak prospect" and warned that it could in the end endanger industrial performance.

School to Work, page 19

## Complaints served on Christian schools

by Bert Lodge

Three small "Christ-centred" schools have had Notices of Complaint served on them by Sir Keith Joseph in the past fortnight.

The notice requires remedial action to be taken by the proprietors or the school is struck off the Independent Schools Register.

HM Inspectors visited the Shekinah Christian School, Tower Hamlets, the Life Christian School, Battersea and the Faith Christian Academy, Bromeswell, Suffolk earlier this year.

In all, the curriculum, based on materials produced by Accelerated Christian Education of Louisville, Kentucky, USA, attracts strong criticism from HMI.

Staff were also found to be inadequately qualified and resources seriously lacking.

Numbers on roll at the schools were 57, 26 and 17 respectively. Religious belief and practice figure prominently and all three use corporal punishment although rarely at the Battersea school.

In contrast, the frequency with which it is used at the Shekinah school "suggests that this is not the most effective form of punishment for the offences committed", says the report.

The pupils spend much time working through self-instructional booklets each known as a PACE (Package of Accelerated Christian Education).

The report on the Shekinah school comments: "The limited mechanical nature of the work in the PACE booklets leaves much to be desired. . . The range of response from pupils is limited and passive with an emphasis on factual recall type exercises requiring them merely to underline or fill the gaps in sentences."

"Because so many of the examples across the curriculum are phrased in scriptural or theological terms, the diet of experience for pupils is seriously restricted."

In all three schools the pupils are commended for their behaviour and attitude to work. The schools have a right of appeal.

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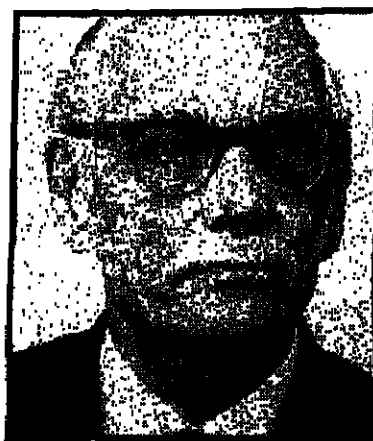
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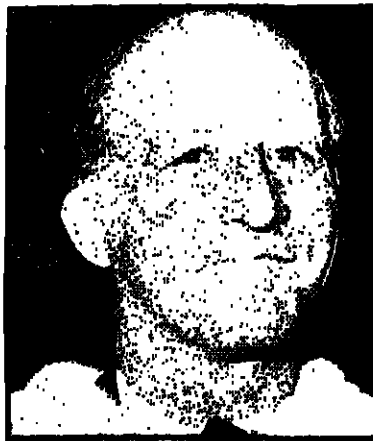
## PLATFORM

Nigel Gann says that it is time for governing bodies to stop giving way to local authority pressure

## Power struggle



Stewart Mason... community education pioneer



Taylor committee chairman Lord Taylor of Blackburn



Audit committee chairman Robin Auld, QC

How disheartening to read Michael Sterne's analysis of the triangular relationship between schools, their governors and local authorities (TES, October 25). Especially so, from a senior community educator. Let us look at it from another angle.

For years, the governing bodies of schools have occupied a no-man's land, hemmed in by the power of the local authorities (elected councillors and officers) and the accepted autonomy of headteachers.

Their weakness has been enforced by the failure of governments and local authorities to define clearly their role and responsibilities. This was exemplified by the last Labour Government's response to the consultations following the Taylor report. The then Secretary of State said, in the second reading debate of their Bill in December 1979:

"The Bill, therefore, does not contain any provision relating to the specific powers of governing bodies, partly because I believe that the time is not yet right for such legislation and partly because I believe that getting the right people on to governing bodies in sufficient numbers will be enough to do the necessary task on its own."

This stance can be summarized by - "We don't want governors to have any power, but if governors want it, they can attempt to take it." This was, of course, very much the attitude adopted by the Conservative Government in 1980.

Some authorities, however, have a better record than this - and it is no coincidence that those authorities which espouse community education have been in the forefront of giving specific roles to governors. Indeed, the devolution of responsibility to the local community has been a central theme in the development of community education.

Henry Morris recognized the importance of having on the governing bodies of colleges representatives of local interests. Stewart Mason, director of education for Leicestershire, argued in his 1949 *Memorandum on Community Education* that positive attitudes of enthusiasm, pride and affection towards community education would only be achieved when the government of community education institutions was in the hands of the people who use them.

Other authorities such as Sheffield, Lothian and a number of Greater Manchester Councils which have been developing community schools have, in parallel, been rationalizing both the composition and the duties of governing bodies.

Changes in articles of government for community schools have allowed the inclusion of "community" governors and the introduction of an extra tier of community councils, effectively acting as a subcommittee of the governors.

The powers of these councils are

directed specifically towards the community side but also reflect the more or less integrated nature of community work within schools and colleges.

Research conducted in Leicestershire between 1979 and 1981, however, demonstrates that community councils are an invaluable way of bringing new people into school government - people who actually use the buildings and are familiar with the daily routines. (The three new community colleges: Whiteside, Tann and Gann, 1981).

We were able to show that the management committees of Leicestershire community councils comprise people who represent a cross-section of the local population and of college users, whereas governing bodies were predominantly male, middle class, middle-aged, linked into the middle-class networks within the town and with no other commitments to the school to broaden their experience of it.

Further, management committees are more likely in their meetings to be directly concerned with educational matters, rather than the often peripheral issues such as buildings and finance which occupy a large proportion of governors' meetings.

By the beginning of the 1980s, members of college council management committees were, by both formal and informal means, steadily being absorbed into the governing bodies which were, in any event, more politically aware, and more ready to challenge the authority over its policies

than were school governors. This was demonstrated by their response to the 1980 round of cuts in community education expenditure.

It does seem then, that community schools, of themselves, attract more representative and more active governors than do other schools.

It is likely that this experience is replicated in other authorities with community education policies. But all over the country, fledgling governing bodies with their newly statutory complement of democratically elected parent, teaching and non-teaching representatives are facing the challenge of education committees unwilling to lose any part of their considerable powers to those who actually know, and are responsible for, the schools.

Michael Sterne suggests that "Governments tend not to be sufficiently committed to education to service the needs of the schools." His solution is for governing bodies to capitulate to the authority. But it is clear that the mess in Bradford and that at Poundswick have been caused by the refusal of local authorities to recognize the legitimate role that governors have, and are now, at last, attempting to use.

The exploitation by local authorities of the lack of clarity and consequent "lack of confidence" of governing bodies is no new development. Each four-yearly round of county council elections brings a spate of complaints of the failure by the ruling group to respect local agreements on proportional representation of parties on governing bodies.

The Auld report of 1976, following up the William Tyndale affair, concluded that, had areas of responsibility and the relationships between elected and appointed representatives and professionals been at all clearly defined, the crisis need never have arisen.

In Haringey, in 1979, three school governors were unceremoniously sacked by the ruling Labour group for failing to toe a party line: the local government commissioner later found the council guilty of maladministration.

In none of these cases was it the governors who created the mess. And these are the cases which receive publicity. It seems likely that, all over the country, governing bodies are giving up their rights to local authorities, but, of course, we rarely hear of these cases.

One example is typical: in one north-country school recently, a new head was to be appointed. The new articles of government were clear on the process to be adopted: five governors to meet with five members of the education committee to short-list the candidates and then to interview the short-list.

When the governors met to nominate their five, they unanimously agreed that one of the teacher-governors should be included. The issue was discussed at length and agreed. What was not foreseen was that, on arrival for short-listing, the education committee's representative would refuse to work with a teacher.

In vain was the legal situation explained; the democratically elected representatives of both major parties refused to recognize that the situation was clear on this point - the governor can be discriminated against because he represents a party group.

It required a full meeting of education committee, in coming to recognize that nothing could be done in this instance, but that this "hole" would be closed as soon as possible to prevent anything like this happening again.

Fortunately, however, articles of government are not the only instruments of government available to the Education Regulations of which do not permit discrimination against certain types of governors. In a letter to the National Association of Governors and Managers, in 1984, the present Secretary of State, Robert Carr, wrote, "It is not open to a governing body to make any provision for the exclusion of those provided for in the Regulations and the Schedule."

One small but significant victory gained here by a governing body although ordered to meet and re-nominate a panel, this time the teacher, refused to back down. Interviews went ahead, the new governor took part.

Since then, however, many other examples have come to light in this authority and elsewhere when governing bodies quietly way to local authority pressure.

Better Schools has already noted that "appropriate powers for governing bodies should be entrusted to legislation so that these can happen at present, be overridden by the local authority."

Despite the 1980 Education Act and the new Articles and Statutes of Government, despite the stance of all the major political parties, local politicians refuse to let school governors have any accountability.

But who is more likely to be in individual circumstances to understand the community in which school plays a vital role? Who are likely to know the students, the parents, the teachers, the property?

It is time we recognized the legitimate role that governors have in our schools - not just in rhetoric, but in reality.

Nigel Gann was Research Assistant, Leicester University School of Education on the SSRC project 'The Advisory College in its Setting'. He is a member of the BBC Open University programme *Governing Schools* now acting head of a community school.

## NAS/UWT ballot move over pay reflects new strength

by Richard Garner

Leaders of the National Association of Schoolmasters/Union of Women Teachers have decided for the first time to ballot their membership on any proposed pay offer following resumed negotiations.

The decision - reached at a weekend executive meeting - marks a significant shift in the union's policy since it has staunchly resisted ballots, saying its elected leadership can best interpret members' wishes.

But Mrs Nicky Harrison, the Labour leader of the management side, said that only extra Government money would guarantee a settlement.

Meanwhile, it seems certain that Mr Fred Jarvis, general secretary of the NAS/UWT, would retain the leadership of the teachers' side. However, a challenge to Mr Don Winters, the NAS/UWT treasurer, remaining in the chair looked likely to be successful.

There is also talk of appointing a deputy leader of the panel - possibly Mr Smithies, who could take over if the NAS/UWT was defeated on a major issue of principle.

The NAS/UWT underlined this week that its policy of seeking a separate negotiating body for heads and deputies would still stand if it failed to reach the agreement whereby only one voice can be raised from either side during negotiations in the full Burnham committee. This year, it sought unsuccessfully to present its own pay claim.

Ironically, if successful it could lead to pressure on Sir Keith Joseph to reinstate the NUT's overall majority on the teachers' panel, since it would have more members than the combined tally of the other classroom teacher organizations.

The NAS/UWT also called on Sir Keith to scrap the existing negotiating machinery to allow pay and conditions to be discussed in the same forum - a move favoured also by the employers and the NAS/UWT.

Sir Keith announced on Friday that the NAS/UWT representation would be reduced from 16 to 13 while the other side would be increased to 15 seats between them. The National Association of Teachers in Further and Higher Education also loses its voting right on the panel from December 2.

Meanwhile, the NUT will intensify its industrial action. Selected L.E.A.s face either two days' or four half-days' strike action each week. The new tactics spread the withdrawals over a number of days, cost the union's strike fund less and make it more difficult for L.E.A.s to dock pay.

It looked certain this week that next Monday's meeting would call for a reduction of the 6.9 per cent offer - weighted to give every teacher 7.5

## In brief

### Appraisal move

Legislation aimed at improving the effectiveness of teachers will be introduced in the next year, the Queen confirmed in her speech at the opening of Parliament on Wednesday.

The appraisal measures - announced alongside those improving the management of schools - were given a mixed reception by teachers' leaders who said they were not against agreed appraisal schemes but who opposed legislation.

### Race row decision

A panel of five councillors in Waltham Forest, north London, will decide whether to take disciplinary action against Mr Jack Fuller, the college principal involved in a row over a letter to *The Times*.

Mr Fuller, head of Waltham Forest College for 13 years, blamed young West Indians for a spate of vandalism and thefts at the college. His letter provoked student demonstrations and protests by lecturers.

### New HE council

Thirty leading industrialists and academics are to form a committee to encourage industry to invest in universities and polytechnics.

The committee, to be chaired by Mr James Prior, former Cabinet Minister, has the backing of Sir Keith Joseph. Called the Council for Higher Education and Industry, it will be closely modelled on the American Council for Financial Aid to Education. It will meet for the first time on November 26.

### Bankruptcy action

Mr Tom Scott, former secretary of STOPP, the Society of Teachers Opposed to Physical Punishment, faces bankruptcy early next month.

Proceedings are being brought against him by the National Association of Head Teachers because he has not paid £6,000 damages - awarded after a libel case earlier this year.

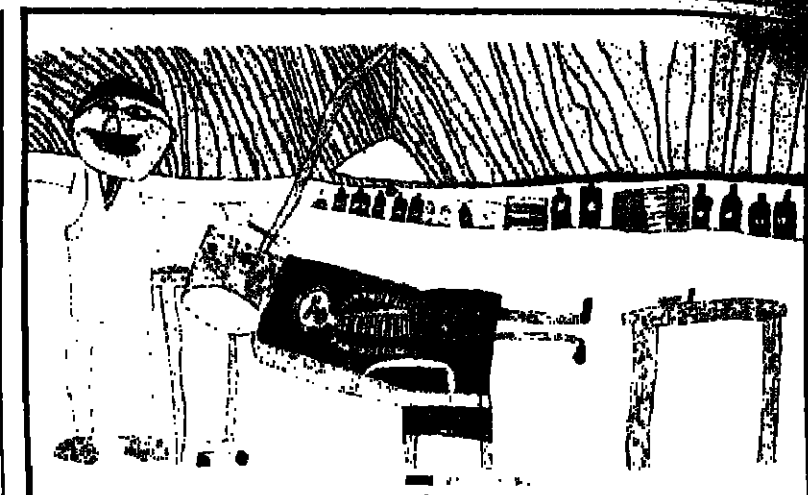
Mrs Joyce White, a former infant school headmistress won damages in the High Court after Mr Scott incorrectly claimed that infants at her school were caned.

### Cane deadlock

An attempt to reach compromise over a Warwickshire schoolboy who was suspended after his parents refused to allow him to be caned, failed this week.

Nicholas Garrett, 12, was suspended from Studley High School by the headmaster, Mr Keith Parkes, after his parents supported his refusal to be caned for smoking in the school's toilets.

The local L.E.A. proposed that Nicholas be returned to school without being caned, and that he would not be caned in future without notifying his parents first. But the suggestions were rejected by the boy's parents.



A visit to the dentist, by Philip Peall and Robert Page, aged seven, of Turnham C of E Infants school, Beasted, Kent, one of the exhibits in this year's Cadbury's National Exhibition of Children's Art. The exhibition, the largest of its kind in the world, has attracted almost 100,000 entries from school age children, and can be seen until December 1 at the Royal Festival Hall, London.

## ILEA names chief inspector

The ILEA's new chief inspector for schools is to be Mr Tony Smith, currently chief inspector for the Liverpool education authority.

Mr Smith, who is 59, will take up his new appointment early next year. He will succeed Mr Trevor Jagger, who retired last month.

Mr Smith said: "I am delighted to be coming to work for an authority rightly recognized for its commitment to its schools and its resource support for them, and for its promotion of equal opportunities and multicultural education."

In Liverpool, Mr Smith has been involved in the reorganization of secondary schools over the past three years and has helped to develop management training in primary schools.

He was educated at De La Salle College, Sheffield, and Sheffield University, has taught in Yorkshire and West and East Sussex, culminating in the headship of the Cardinal Newman school, Hove, a 1600-pupil comprehensive. He also worked as an education officer in what was then Tanganyika.

● The first head of the London Institute is to be John McKenzie, rector of Liverpool Polytechnic, the ILEA has announced.

When it is established on January 1 the institute will bring together seven separate London colleges on a collegiate basis. The merger will create the largest centre for art and design education in Western Europe.

### Graffiti row: ACAS called in

ACAS, the conciliation and arbitration service, this week stepped into the dispute between the teachers' unions and the city council over the school's graffiti row - which has closed Poundswick High School for all but a handful of pupils for the past six

weeks. Representatives of the five teachers' unions involved in the dispute and city councillors were meeting ACAS officers in Manchester as *The TES* went to press.

## A new way to study NUCLEAR REACTORS



A computer program is now available which enables students to study the operation and control of nuclear reactors in a way not previously possible. The program, which simulates the operation of an Advanced Gas Cooled Reactor, has been developed by the United Kingdom Atomic Energy Authority and the Computers in the Curriculum Project at Chelsea (King's) College, London, with the aid of a team of science teachers. It is published by Longman Micro Software.

The program enables the reactor system as a whole to be studied or component parts, the reactor core, boiler and turbine, to be separately investigated. Accompanying booklets for the teacher and students contain a detailed description of the model, information on reactors in general and the AGR in particular, a brief bibliography, suggested methods of using the program, and student exercises.

Available on disk for the BBC, RML 380Z and 480Z micro computers, the package is aimed primarily at the 14-18 age range, but can also be used as an introduction to nuclear physics at the tertiary level. It is suitable for use either in class demonstrations or by smaller groups or individuals.

The package costs £14.50 plus VAT and the BBC version is available on 28 days approval.

To receive further information and an order form please use the coupon below.

To: Room 119, UK Atomic Energy Authority, 11 Charles II Street, London SW1V 4QP. Please send me information on the UKAEA computer package. Name \_\_\_\_\_ Establishment \_\_\_\_\_ Address \_\_\_\_\_

## Professionals must make policy, says PAT

by Richard Garner

A teachers' leader has warned that education has become dominated by the "least professional" people in it.

Mr Ray Bryant, co-founder and honorary president of the Professional Association of Teachers, said: "Local education committees more and more insist that they - expert politicians but lay educationists - make the decisions, overriding their appointed specialist officers."

Writing in his union's magazine, *The Professional Teacher*, he added: "Gov-

erning bodies are increasingly ignoring the advice of headteachers and making judgements on ill-thought-out ideals which, in turn, derive more from out-of-date political or sociological dogmas than from realistic experience."

Mr Bryant also criticized teachers' unions that, he claimed, were "lost in the minefield of political conflict" or fostering "a climate in which discontent, disruption and Luddite attitudes flourish while enthusiasm and enterprise are stifled."

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## Teachers' pay dispute blamed for staff lay-off at youth camps

by Bert Lodge

All 60 members of staff, full and part time, of Wales's biggest youth movement have been laid off or put on short time working as a result of the teachers' pay dispute.

One of the major sources of income of Urdd Gobaith Cymru, which has 50,000 members, is its two outdoor camps to which local education authorities send school residential parties throughout the year.

But as a result of the ban on out-of-school activities, the £8,500 a week regular income from the camps has ceased and 15 full-timers were laid off earlier this month. They include all the maintenance men and 15 women cleaners and kitchen staff at Glandyfan, near Bangor and Llanganmor near Caernarfon.

Mr Eric Williams, Urdd director, this week said the usual wages bill was £27,500 a month. It was the policies of UCAC, the Welsh teachers' union, and the National Union of Teachers which were affecting Urdd most because most of the movement's leaders were in those unions.

He accused the unions of inconsistency in applying their sanctions. "Certain activities are being allowed to carry on. For instance, the NUT guidelines specify that if a financial commitment has been undertaken then the project can continue. Well, all our camps fall into that category, though it's true we don't take deposits because they come year after year. But we notice that school skiing trips are being allowed to go ahead. I don't see the difference."

## War on racism in children's books

by Diane Spencer

A group of senior librarians from over the country has launched a campaign to fight racism in children's books.

Its aims to encourage librarians who have already taken action in this area and to raise awareness among others.

The group, which has the backing of the Commission for Racial Equality, points out that librarians have a long history of around £40 million a year in power of around £40 million a year. It has written to make them aware of their responsibility to remove books which are racist and to buy 70 per cent of all new books sold in Britain.

### Radical doubt

The Socialist Educational Association has withdrawn from HEBU, a campaign for higher education, because it is worried that the campaign is not radical enough about the universities. The association is forming its own special group to develop a "comprehensive" approach.

## MPs urge tough management

by Biddy Passmore

Headteachers should become chief executives of their schools, answerable to school boards but with the power to decide school policy and to hire and fire staff, according to plans put forward by a group of Tory MPs in a pamphlet last week.

Giving schools much greater control over their staff and curricula would be the best way to bring real choice within the range of most parents, it says. Some schools would rapidly improve under good management while others would continue in their bad ways.

The pamphlet, called *No Turning Back*, also proposes that parents should have the right to send their children to any school which will accept them, with popular schools expanding to meet demand and "dead-end schools" struggling to fill their places.

These are among a range of measures urged by the MPs to extend choice and freedom in education, health, housing and employment. They warn the Government against complacency, remarking: "The British

people forgive governments many things but they never re-elect one they perceive to be burned out of ideas."

The 13 authors include Mr Michael Forsyth, former chairman of the Federation of Conservative Students, and Mr Angela Rumbold, former chairman of the education committee of the Association of Metropolitan Authorities, who was involved in the early preparation of the text before she became a junior environment minister.

Their call for radical action was echoed at the weekend by the Transport Secretary, Mr Nicholas Ridley, who told West Midlands Conservatives that people were prepared to make "quite hefty sacrifices" to obtain better education for their children.

He called for a system that would allow parents to top up the minimum state provision and said a variant on the voucher scheme was worth further study.

The group apply similar principles of market choice to higher education. The funding of universities through the University Grants Committee would stop and funds would be allocated on the basis of student choice. Student grants would be systematically reduced and loans from banks increased.

"No Turning Back: A new agenda from a group of Conservative MPs", published by the Conservative Political Centre, 32 Smith Square, London SW1P 3BT.

The MPs' pamphlet says that state education has become dominated by talk of inputs (resources) rather than

outputs (performance) because it has been captured by the producers. Since most of the consumers - parents - have no choice, schools need not treat them as customers to be satisfied.

Under the arrangements they propose, each school would have to publish annually "objective measures" of its performance in each subject. Schools would be funded according to the number of pupils. And groups of 30 or more parents would have the right to start their own school and receive state funding.



## PRIMARY

Sarah Bayliss reports on the first I.e.a. to set out objectives for its schools

## Croydon launches new parent guide

Every primary pupil in the London borough of Croydon will have the opportunity to learn to swim, to read music, to use an electronic calculator and to load and run computer programs before they leave at 11, according to the borough's new guide for parents.

The 27-page guide is the first of its kind in the country. It explains that every school has its own style, ethos, curriculum and syllabuses but that there are many aims and expectations "which are common to all our schools".

In its opening pages the guide says in capital letters that "HOW children learn is as important as WHAT they learn". It spells out that the "hidden curriculum" often has more influence on children than timetable lessons, that school success depends on a partnership with parents and that young children don't compartmentalize knowledge the way that adults do.

The guide describes 10 broad objectives for children leaving at 11. They should, for example, read and write fluently, use maths in everyday situations, work independently or as part of a team to solve problems and be confident in a range of sports.

Implications for certain subject areas are spelled out - such as the child's need to do some maths and English every day. It goes on to give, sometimes in quite specific detail, examples of what children aged seven and 11 should be able to do. For instance at seven, they should tell the time with reasonable accuracy and use the calendar; at 11 they should use the eight points of the compass confidently.

Preceded last year by a more weighty but less specific teachers' version, the guide represents the fruits of a four-year curriculum review involving hundreds of staff from most of the borough's 99 primary schools.

Mr Donald Naismith, Croydon's education officer, is a keen exponent of a national curriculum - so keen that he has had the recent French version translated and copied for every teacher in the borough.

Not surprisingly, teachers had feared that a detailed set of syllabuses might be imposed on them from above; but they insist this has not happened. Their involvement and agreement in the final product is a considerable coup for the borough.

"Many of us are parents as well as teachers and we can appreciate the need for a statement like this," said Mr Tom Leney, secretary of the local branch of the NUT. "Nowhere is there the implication that the I.e.a. is telling us what to do."

Mr Leney said he hoped Croydon would provide extra resources for primary education. "In order to deliver the kind of curriculum that parents are being promised, Croydon will have to invest a great deal in in-service training, capital equipment and materials."

Mr Owen McGuinness, secretary of the local NAHT said, "We wrote a lot of this and in general terms we are very pleased to have a means of saying to parents 'This is what we are doing'."

Mr McGuinness added that some members were concerned about the "checklist" parts of the document which had been written by advisory staff, rather than teachers, and which in the first version had appeared as an appendix. He was not convinced that some of the maths guides - such as children working in imperial and met-



Donald Naismith

ric measures - were realistic.

"I'm not prepared to go to the stake over it but I am worried that parents will use these questions to judge whether a school has succeeded or failed."

Parental involvement in Croydon schools was notably high, he said. Mr Naismith said: "I've always been

very worried about the random business of curriculum offer in primary schools. I don't think a child's education should depend on where he or she lives or what teachers happen to be at the school at the time. That seems indefensible to me."

He said that, in England, too much effort went into justifying the differences between schools. "I think we have enormous inequality throughout the country which is just not acceptable."

He agreed that the written "entitlement" to parents could serve to protect parts of the curriculum which might otherwise be lost through financial economies.

"The more information politicians have about what is going on in their schools and what is needed, the easier they find it to accept arguments about expenditure."

He cited a recent case where the curriculum review had led to a survey of all physical education equipment in the borough's schools. The results had prompted councillors to approve a £40,000 lump sum for bats, balls, nets and other sports equipment.

He said he hoped that one of the effects of the review would be to cut out repetition and ease the transition between primary and secondary schooling.

The parents' guide refers in passing to the testing of children in maths and English at the age of seven and 11 - a stumbling block between Croydon teachers and their I.e.a. The tests were begun on a borough-wide basis last year and have prompted deputations from national officials of the NUT. Mr Leney told *The TES*: "It is true to say we are at loggerheads over that, but otherwise we are not unhappy."

## Parents win injunction over merger

by Diane Spencer

A group of parents have won a High Court injunction against Kent County Council to stop them implementing a plan to amalgamate two schools.

Parents in Meopham, in Gravesend, are opposed to the merger of the junior and infant schools which are 200 yards apart and have operated as separate schools for the past 100 years.

They claim that consultations with the education authority were inadequate and fear that the infant school would only function as an annex to the junior school if the merger went ahead.

Kent education committee said it seemed sensible to bring the schools together again under one management as numbers had fallen from around 100 in 1972, when the school was split into two departments, to about 300 now on roll.

The authority did not intend to cut costs, but planned to improve its expertise over the five to 11 age range. The head of the infant school, Mrs. Jane Wragg, said she was willing to take early retirement, but a new head could be appointed to run the newly joined school, a spokesman for the I.e.a. said.

Mr David Bird, one of the 10 members of the parents' action group, said his members would be applying for legal aid to take the case forward. Precise terms of the injunction, which will be known by the beginning of next week.

## Educational play too limited - HMI

Opportunities for educational play in primary schools should occur more often and among older children than is generally the case, according to an Inspector.

Addressing a northern regional conference of the National Association for Primary Education, at Edge Hill College, Ormskirk, Mr Ron Worr, HMI, said that teachers and other adults demeaned the role of play in spite of what they know about child development.

"Play is not only the means by which the child comes to discover the world, it is supremely the single activity which brings understanding," he said. "It is a process which needs to continue well into the primary school and certainly much further than at present," he said. Children who were denied opportunities for play at home, at school or elsewhere, were disadvantaged socially and intellectually.

Teachers needed to "shape up" their perceptions of play. It had been, and still was in some places, perceived as being an entirely free activity but there was great value in actively helping and guiding children's play.

Mr Worr was addressing the wider theme of social education and the need for primary teachers to be more open and explicit about the role of schools in

equipping children to be good, happy citizens. Too often this was referred to blandly as the "hidden curriculum".

It was "entirely appropriate" that primary teachers should see themselves as helping children to play a full part in society; their success depended more on "what the school is rather than what the school does".

The teacher's art - which must be asserted and spelt out - was to create situations in which children could learn for themselves alongside others.

Primary pupils who have learned to express themselves articulately in writing and on the telephone have "been equipped with vital weapons for dealing with ordinary life", Professor Ted Wragg, director of the school of education at Exeter University told the conference.

In an address about the future, Professor Wragg said many people would find domestic life more difficult in the future unless they had the skills, particularly in dealing with bureaucracy.

"If someone says they want to put your house down and run a motorway through it, you know how to get on the phone and write letters. But there are people who can't do those things."

## Anxiety over small schools

A review of small schools is expected to be launched today by Norfolk's education committee.

The committee will consider a set of new minimum sizes for primary schools and an assessment of the curriculum needs of young children.

The future of 99 primary schools, which have fewer than 60 pupils is likely to cause the most anxiety when the proposals go out for public consultation in the next two months.

An educational working party report suggests the following minimum sizes: 40 pupils for first and infant schools; 60 for 5-11 primaries and 150 pupils for junior and middle schools. The review follows an HMI report which last year criticized primary

schools with fewer than 30 pupils where a "broad curriculum" could not be sustained, though it acknowledged Norfolk had a problem with a scattered rural population and more small schools than any other English county. But it also pointed out that small schools were receiving a disproportionate share of resources in a county where finance was traditionally tight.

## Primary Index

The silent pupil Materials on Halley's Comet Watch BBC schools TV English Exam

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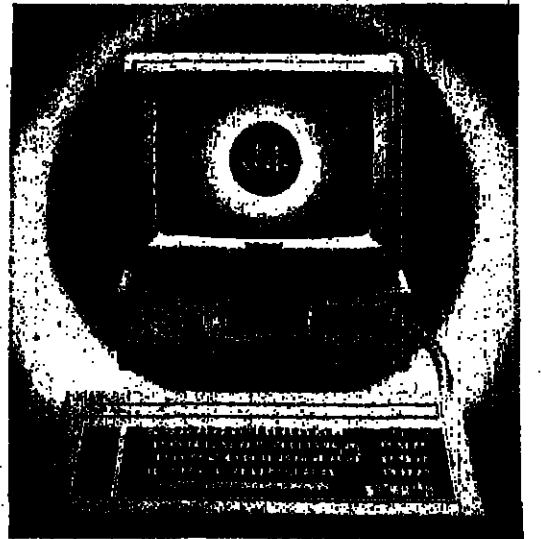
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## NEWS

## NUT leader critical of union action

A teachers' leader has been reprimanded by fellow executive members of the National Union of Teachers for criticizing the decision to fight redundancy notices in Liverpool through the courts, *Richard Garner writes*.

Mr Bernard Regan, Inner London executive member of the NUT and one of three members of the Socialist Teachers' Alliance on it attacked the NUT's High Court action against the Labour-controlled city council when he was addressing a rally on teachers' pay.

He said: "I told the rally that while I was opposed to the redundancy notices being issued - which, I thought, was a serious mistake by the council - in my view, it was a day of shame when the NUT took the city council to court."

Mr Regan added: "We seem to spend 90 per cent of our time attacking the Millant Tendency and Liverpool City Council - and hardly any of our time attacking Margaret Thatcher whose government caused the lack of resources in the first place."

Mr Regan's comments were reported to Mr Derek Hutton, deputy leader of the city council, who stated that the NUT leadership had behaved "utterly scandalously" and were not supported by their own members.

The executive of the NUT then agreed a motion expressing "dismay" that Mr Regan had attacked "aspects of the stand of the union" adding that such views represented the opinions of only a tiny minority.

However, the National Association of Schoolmasters/Union of Women Teachers is also critical of the NUT's court action, believing that it has created an "anti-teacher" feeling among the city council's Labour group which could lead to the profession being forced to bear the brunt of any future budget.

## The Cinderella of the system



Susannah Kirkman on a report which highlights the reasons for under-achievement among deaf pupils

Deaf schooling is a "Cinderella of the education system", with the result that deaf leavers have an average reading age of only eight and three-quarters, according to a recently-published report.

In it the British Deaf Association says that the problems start when hearing impairment is not diagnosed early enough. The suspicions of parents who think their child may be deaf are often not acted on promptly by health workers.

If deafness is ascertained, the report says, medical staff often fail to offer them practical advice or information about how language is acquired.

Although most I.e.s.s. have peripatetic teachers of the deaf - who visit pre-school-age children in their homes - many of them are not trained in the "total communication" approach, says the association.

It believes that all deaf children should have the chance to learn through "total communication" methods, which teach pupils to use sign language, as well as lip-reading and language skills.

The association claims that, far from inhibiting speech development, sign language encourages children to speak because it helps to break down the barriers between deaf and hearing people.

Another reason for the under-achievement of deaf children is the failure of the Department of Education and Science to understand that the curriculum needs of deaf children are not the same as those of physically and mentally handicapped children, the report asserts. The aim of a school for deaf children should be to give them access to the same curriculum as normally hearing children.

Yet the association opposes the closure of special schools for deaf children, which provide a place where "deaf children can be with their peers, rather than be a minority within a young hearing community."

And it attacks those I.e.s.s. which, it says, are failing to provide suitable FE

places for deaf young people. North Yorkshire and Salford are just two which are discriminating against deaf youngsters, says the BDA.

If an I.e.s.s. does not provide an appropriate course, it should be prepared to offer deaf students a grant to a specialist place outside the authority, insists the report. Funding should include the cost of support services, and I.e.s.s. must inform the parents of deaf students about FE courses and support services.

The association also makes a strong case for the employment of more deaf teachers to teach deaf pupils. "Knowing that there are deaf adults leading normal, secure lives gives the youngsters a sense of hope which might otherwise be absent," the report says.

Mixing with deaf adults helps deaf pupils to communicate and gives them confidence.

Yet deaf people are often barred from teaching because they do not have the hearing and speech skills to teach in mainstream schools, a DfES requirement.

The BDA proposes that deaf education students should be able to qualify to teach exclusively within the deaf education system.

*Raise the Standard: the case for improving deaf children's education, is available from The British Deaf Association, 38 Victoria Place, Carlisle CA1 1HU.*

## 'Church weak in state sector'

by Bert Lodge

More than half the 2,338 independent schools in England claim to be Church of England either by foundation or tradition, a survey published today has found.

By contrast only 3.6 per cent of secondary pupils in the maintained sector are in Anglican schools.

The survey estimates that at least 150,000 independent school pupils are

in institutions claiming some association with the Church of England compared with 125,000 pupils in voluntary aided or controlled Anglican schools.

*The Church of England and the independent schools. Brenda M Gay, Culham College Institute, the Meltham, 60 East St Helen St, Abingdon, Oxon. £3.75 (+50p p and p).*

## School's use of Bengali gets ILEA support

by Diane Spencer

The head of a north London school has been backed by the Inner London Education Authority for introducing Bengali as part of a language awareness course to all pupils.

Last week Mr Dudley Fox, a co-opted member of the ILEA, criticized Sir William Collins School in Camden for failing to consult parents and governors before introducing the new course.

He raised the issue in a schools sub-committee meeting, claiming that parents should be allowed to withdraw their children from Bengali lessons.

In reply, Mr Barrie Stead, chairman of the committee, explained that the governors appointed the new head of languages last May because they were keen to have someone who would stimulate a wider interest in languages.

In particular, they wanted a person who would draw on pupils' existing language skills in light of the fact that 209 out of 752 pupils on roll spoke 22 languages, of which Bengali is the largest group.

The successful candidate had said she wanted to introduce language awareness courses, using Bengali as a vehicle. Her proposals were approved by the chairman and vice-chairman of the governors and the chairman of the parent teachers association, Mr Stead said. Therefore, it was not thought necessary to wait for a full meeting of

the governors before the course started.

The changes in the curriculum will be printed in the forthcoming brochure. And, he said, the school was misleading to talk of making Bengali compulsory. The first-year course now consisted of one term of French, one of Spanish, and one of language awareness.

The new course includes one lesson a week devoted to language awareness. This places Bengali in the context of world languages and is intended to develop in pupils an insight into the nature of language, Mr Stead explained.

Parents would not be allowed to remove their children from these classes. Only nine parents had expressed concern at the beginning of term, and none had asked for their child to be withdrawn.

Mr Pann Turner, head of Sir William Collins, said: "There is nothing extraordinary about it, plenty of other schools do this kind of course. If I had 160 Japanese speakers, I would be using that language instead of Bengali."

Ms Ming Tsou, inspector for bilingual development and community language, said about 22 ILEA schools were running language awareness courses.

## Daneford teachers on demo charges bound over

A school's union representative and a colleague were this week bound over to keep the peace when they appeared in court on charges of obstruction.

Ms Norma Hundleby, National Union of Teachers' school representative at Daneford boys' school, Tower Hamlets, east London, aged 35, and Ms Mary Trapp, another teacher at the school, aged 29, had denied obstructing the police after a demonstration over a careers' convention at the school last May.

After the charges were formally dismissed both teachers agreed to be bound over for 12 months in the sum of £100.

Earlier Thames magistrates court was told that the two had tried to prevent the police from removing from the school Mr Michael Gavan, of the Tower Hamlets Trades Council, who had been addressing the convention. The three had been among a group

protesting at what they saw as "racist organizations".

Mr Brian Canham, the stipendiary magistrate, told Ms Hundleby and Mr Trapp, "I am happy for this to be dealt with by way of binding over, because the steam is then gone out of it. So long as you don't get into any disturbances again all will be well."

Mr Barrie Stead, chairman of the Inner London Education Authority's schools sub-committee, was due to appear in court this week to represent the teachers' associations this week to forward proposals to boost resources for implementing the authority's racialist policy in the Tower Hamlets division of the authority, where racial violence is growing. Teachers at Daneford school have protested against what they claim is an inadequate response to racial problems by the authority (TES November 1). JAC and TEO

## About this advertisement from MEP

The Microelectronics Education Programme has put together this advertisement material as a contribution to the continuing debate about the role of microtechnology across the curriculum. If you'd like to express a view please write to: The MEP page, Elizabeth House (Rm 9/12a), York Road, London SE1 7PH.

If you need further help then your local adviser is the first person to turn to. We try and keep the information of the latest developments. We work closely with subject associations who are always valuable sources of information.

Finally, there are the MEP regional information centres. They will have much of the software mentioned on this page, as well as appropriate in-service training material, available for review. Their addresses appear below:

**Capital RIC**  
ILEEC, John Ruskin Street, London SE5 0PQ.  
01-735 9123 x216.

**Chiltern RIC**  
AUCB, Endymion Road, Hatfield AL10 8AU.  
07072 65443.

**Eastern RIC**  
Chelmer Inst of HE, Victoria Rd South, Chelmsford CM1 1LL. 0245 356940.

**Manchester & Lancs RIC (+ IoM)**  
Didsbury School of Education, 799 Wilmslow Road, Manchester M20 8RR. 061-453 0780.

**Merseyside & Cheshire RIC**  
Liverpool Poly, 70 Mount Pleasant, Liverpool L3 5UQ. 051-207 3581 x2531.

**East Midlands RIC**  
Towers Library, The University, Loughborough L11 3TU. 0509 237398.

**West Midlands RIC**  
MACE, Four Dwellings School, Quinton, Birmingham B32 1R. 021-421 6361.

**Northern RIC**  
Resources Centre, Coach Lane Campus, Newcastle upon Tyne NE7 7XA. 091-270 0424.

**Southern Counties RIC (+ SCEA)**  
SMIC, Furnace Drive, Furnace Green, Crawley RH10 6J9. 0293 546216.

**South West RIC (+ Channel Islands)**  
Bristol Polytechnic, Redland Hill, Bristol BS6 6UZ. 0272 744123.

**South Yorkshire & Humberside RIC****ECC**  
Kingfisher First School, Coventry Grove, Doncaster DN2 4PY. 0302 63784.

**West & North Yorkshire RIC**  
Queenswood House, Leeds Poly, Beckett Park St, Leeds LS6 3QS. 0532 783437.

**Northern Ireland RIC**  
Ulster, Coleraine BT52 1SA. 0265 4141 x341.

**Wales RIC****WJC**  
245 Western Avenue, Cardiff CF5 2YX. 0222 561231 x63.

**Scotland (has its own programme)**  
SMDP, Downhill, 74 Victoria Crescent Road, Glasgow G12 9JN. 041-357 0340.

## SPECIAL EDUCATION and microcomputers

If you work with children who have special needs and you want some help exploring the uses of micro in this area then the MEP Special Education Microelectronics Resource Centres (SEMICs) are for you. There are four covering England, Wales and N Ireland between them. The staff at the centres have a wealth of experience that they are only too pleased to share with you. Their addresses and phone numbers are:

**Newcastle SEMEC**  
Newcastle Poly, Coach Lane Campus, Newcastle-upon-Tyne NE7 7XA. 091-266 5057.

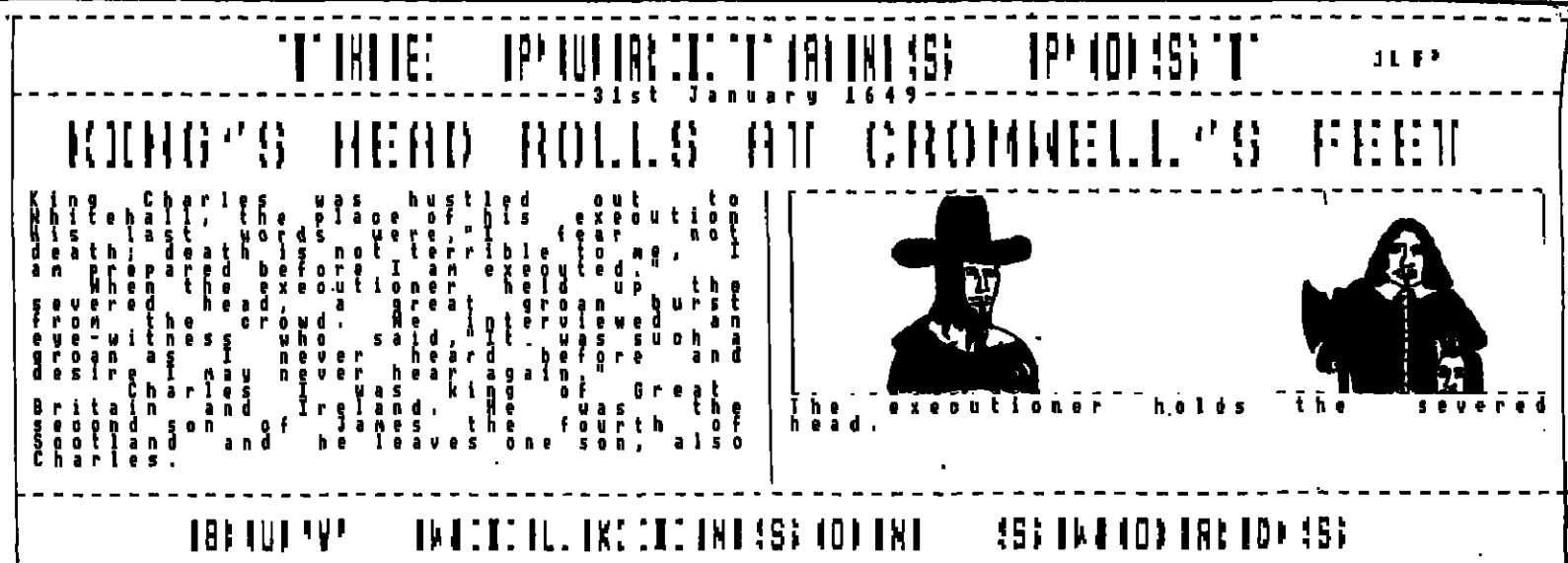
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**Bristol SEMEC**  
Faculty of Education, Bristol Poly, Redland Hill, Bristol BS6 6UZ. 0272 733141.

## More resources for English

MEP is publishing, in its Resource Pack series, one dealing with reading and spelling in English. The general format of these packs is to list all available materials, to review them where possible, and to give details of availability. The pack costs £4 (incl p&p) and can be obtained from the MEP Data Service, Chevlot House, Coach Lane Campus, Newcastle-upon-Tyne NE7 7XA. Phone 091-266 4716.



One way that the execution of Charles I might have been covered by the tabloids of the time!

## ALIENS, CAVALIERS AND ROUNDHEADS

Malcolm Glover explains how characters from across space and time help develop language use

I have used two very different programs in my classroom as sources of experience and activity in the use of language. The first program, *SpaceX*, provides a good platform for creative and repertory-style writing; the second, *Front Page* is a good example of the computer providing a presentation tool not found elsewhere.

*SpaceX*, published by 4maton, is fundamentally an adventure game in which the children play the role of scientists stranded on the planet Persephone, because of the dismantling of their shuttle and the subsequent hiding of its components by the indigenous population, the Kleptoes (get it?). The aim is to recover these hidden components aided only by a metal-detection scan and a few pieces of equipment.

The children worked together in small groups and, after some early forays into the program in which they were unaccountably and fatally bombarded with nuts (!), discovered there to be three objectives: to find safe routes to locations appearing on their metal-detection scan; to evolve strategies for obtaining their components since the Kleptoes were often aggressively reluctant to part with their finds; to plot the shortest routes from one component to the next made necessary by the meagre capacity of the land-skimmer's fuel-tank.

The children soon discovered that, to avoid duplicating mistakes, it was vital to write an accurate log of each expedition and to devise and constantly update a map of the locations visited. After a while, they felt a need for an

additional reference tool in the form of a list of locations, each one annotated with the equipment and strategy found necessary to recover each stolen component at that location.

During this project the children involved themselves in the exercise of a whole range of skills; linguistic ones figuring prominently among them. Of particular value was the experience of writing an accurate log of each journey and then using the hard-won experience it contained to plan the next expedition.

There are too few activities available in the classroom which, by their very nature, demand such repertory accuracy in children's writing. Other skills used by the children in this project include purposefully creating and using charts and graphs, and involving themselves in discussion and hypothesis testing, and subsequently, being able to test their hypotheses.

Much of the success of *SpaceX* lies in its format of posing and requiring the solution to a problem within an imaginative and often humorous scenario. But this also means that the program can only be used once with any class of children. Contrast this to *Front Page*, a program which could be used many times and in an almost infinite variety of ways.

*Front Page* is published by Mape and uses the computer with a printer attached to produce and immediately print out facsimile front pages of newspapers to the user's specification. This program is enough to make any teacher or, for that matter, any newspaper proprietor drool with anticipation. Us-

ing *Front Page* the often-started, rarely-completed classroom project of producing a newspaper could be realised without submerging under the usual avalanches of paper copy.

Another use of *Front Page* is to slot it into an historical setting, the user being required to imagine himself present at some important event and then to construct a report in the style of a newspaper copy-writer. Children in my class have been working along these lines with, I think, interesting results.

The children's curiosity and interest was first cultivated by giving them portraits of famous but unidentified people. The children were enjoined to discover the identity of the person portrayed, why the subject is regarded as being famous and, in particular, some important event which the character was closely involved in.

Next, a study was made of some facsimiles of newspaper front pages reporting famous events including, for example, the assassination of President Kennedy and the first moon-landing. As a result of this study certain elements of style could be discerned:

That the headline proclaimed the germ of the story dramatically and with a minimum number of words.

That the first paragraph was an expansion of the headline story containing greater detail.

That the second paragraph usually contained interviews with eye-witnesses.

The children were then required to write their newspaper report using this style.

One group of children discovered

their portrait to be of Oliver Cromwell and decided to write their report about the execution of Charles I. The account had, as its headline, KING'S HEAD ROLLS AT CROMWELL'S FEET. It included the king's last words, and an eye-witness testimony of the crowd's groan upon being shown the severed head. Remarkably, anything the children could not find out they promptly made up in true tabloid tradition!

Using the program is simple. The operator is prompted to type in each element of the page, given the opportunity to correct mistakes and shown the results as they will be when printed. In addition to the information relating to the story the user is asked to specify the name of his newspaper, date of publication, its price and finally an advertisement. The latter requirement was filled by the writers of the execution newspaper by one of their number solemnly typing in BUY WILKINSON SWORDS!

It is feasible to involve children in the above projects without using the computer. However, operating an adventure game away from a computer is such a tedious exercise as to make the project unwieldy and designing a newspaper front-page without producing a convincing facsimile lacks motivation. It would seem that the quality of the activity experienced by the children benefits significantly from the involvement of the computer. The importance of its contribution in such projects should not be underestimated. Malcolm Glover is deputy head of Thelwall County Junior School, Warrington.

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MUSIC TIME (for 7-9 year olds) is one of over 70 series for schools from **BBC SCHOOL TELEVISION**

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# Research council sets penalty for slow students

by Biddy Passmore

London University's Institute of Education is one of 14 institutions blacklisted by the Economic and Social Research Council because its post-graduate students take too long to complete their research.

The council has told them they will be ineligible for research studentships in the Social Sciences in 1986 and 1987, although they will not be debarred from receiving studentships for taught post-graduate courses.

The move is the final sanction in the ESRC's campaign to improve PhD submission rates and follows renewed pressure for action from the Advisory Board for the Research Councils.

At all of the institutions on the

blacklist, fewer than 10 per cent of the students who started research in the social sciences in 1979 and 1980 had submitted their thesis within four years.

Apart from the London Institute, where only one out of 15 postgraduates had handed in a thesis, the others are: the University of East Anglia, University College London, Kings College London, Queen's University of Belfast, the universities of Liverpool, Aston and Dundee, the Manchester Business School, University of Manchester Institute of Science and Technology, University College of Wales at Swansea, Leeds Polytechnic, Sheffield City Polytechnic and Paisley College of Technology.

Stiffer moves are to follow, the council has warned. The ABRG expects submission rates for research students in the social sciences who begin their studies in 1986 to be raised to 50 per cent within four years and 80 per cent within five years.

So the blacklist will be extended next year to institutions with submission rates of less than 25 per cent, based on its 1985 and 1986 surveys.

On present form, that would cover a further 20 institutions, including the London School of Economics. Only 16 out of the 79 students at the LSE who started PhDs in the social sciences in 1979 or 1980 had completed them within four years.

# Councils get an early look at GRE figures

The Government last week gave local authorities the provisional figures on which their Rate Support Grant will be based in the financial year 1986-87. In response to strong pleas from councils, the figures have for the first time been published before the RSG announcement itself, which is usually around Christmas.

These figures are called GREs, short for Grant Related Expenditure Assessments, which are the Government's annual estimates of the amount authorities need to spend to provide a standard level of service.

For the past few years, the Government has been operating a system of targets and penalties to try to get local spending under control. Each local authority has been given a target based on its GRE and its past spending and had grant withdrawn increasingly sharply if it overshot it.

Next year, there will be no spending targets. The GRE will be the only benchmark by which spending is judged and overshooting it will lead to grant losses which get dramatically

worse at 5 and 10 per cent over. (The amount withheld will be reallocated, not handed back to the Treasury.)

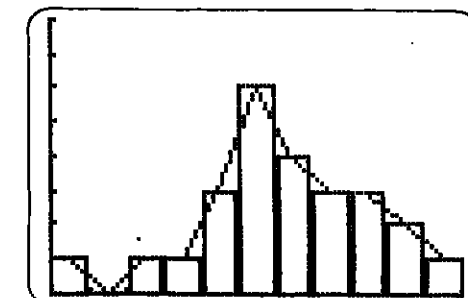
But there has been some easing of the new regime to allow for special circumstances. For instance, the big jump in the GREs for many metropolitan authorities reflects their assumption of new duties when the Greater London Council and the metropolitan counties are abolished next March. And the numerous metropolitan authorities which have been spending well above GRE for the past few years have been allowed a "safety net" because it would not be realistic to expect them to cut back to their GRE in one year - especially when they face local elections.

The shire counties, who have generally kept more closely to Government targets and some of whom have even been spending less than their GRE, face a relatively generous grant settlement. Low-spending shires such as Devon, Hereford and Worcester, and Shropshire have been given some of the biggest increases in GRE levels.

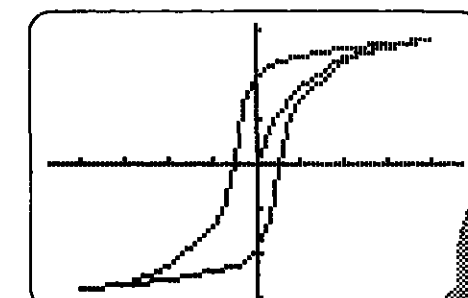
| Authority              | provisional GRE 1985-86 £m | 1986-87 £m | % change 86-87 to 85-86 |
|------------------------|----------------------------|------------|-------------------------|
| London                 | 55.44                      | 66.61      | 20.18                   |
| Barking & Dagenham     | 100.00                     | 126.14     | 26.14                   |
| Barnet                 | 78.71                      | 92.84      | 18.08                   |
| Bexley                 | 125.66                     | 151.51     | 20.53                   |
| Brent                  | 57.23                      | 68.63      | 20.01                   |
| Bromley                | 117.63                     | 142.17     | 20.88                   |
| Croydon                | 118.72                     | 147.40     | 24.20                   |
| Ealing                 | 86.46                      | 104.36     | 20.64                   |
| Enfield                | 101.27                     | 125.37     | 23.80                   |
| Haringey               | 70.93                      | 86.20      | 20.26                   |
| Harrow                 | 53.65                      | 67.73      | 26.25                   |
| Hillingdon             | 83.28                      | 96.82      | 16.25                   |
| Hounslow               | 78.98                      | 94.96      | 20.23                   |
| Kingston Upon Thames   | 45.76                      | 57.22      | 25.00                   |
| Merton                 | 61.77                      | 76.33      | 23.57                   |
| Newham                 | 114.48                     | 138.97     | 21.40                   |
| Redbridge              | 78.23                      | 94.48      | 20.77                   |
| Richmond Upon Thames   | 50.26                      | 62.79      | 24.93                   |
| Sutton                 | 57.81                      | 69.70      | 20.55                   |
| Waltham Forest         | 93.34                      | 113.87     | 22.11                   |
| Metropolitan districts | 554.81                     | 646.57     | 16.54                   |
| Bolton                 | 98.66                      | 120.55     | 22.21                   |
| Bury                   | 58.08                      | 70.39      | 21.23                   |
| Manchester             | 213.84                     | 258.47     | 20.88                   |
| Oldham                 | 80.78                      | 104.66     | 27.72                   |
| Rochdale               | 80.38                      | 98.37      | 23.63                   |
| Salford                | 95.39                      | 112.22     | 17.94                   |
| Stockport              | 94.23                      | 116.52     | 23.98                   |
| Tameside               | 77.67                      | 93.74      | 20.69                   |
| Trafford               | 76.20                      | 91.80      | 20.47                   |
| Wigan                  | 106.34                     | 128.93     | 21.23                   |
| Knowsley               | 68.80                      | 84.74      | 23.18                   |
| Liverpool              | 217.11                     | 264.01     | 21.60                   |
| St Helens              | 88.18                      | 107.01     | 21.41                   |
| Salford                | 97.68                      | 118.28     | 20.58                   |
| Wirral                 | 118.38                     | 145.04     | 22.52                   |
| Barnesley              | 74.37                      | 90.07      | 21.11                   |
| Doncaster              | 101.29                     | 121.93     | 20.37                   |
| Rotherham              | 86.06                      | 104.06     | 19.64                   |
| Sheffield              | 187.08                     | 223.46     | 19.43                   |
| Gateshead              | 71.65                      | 87.34      | 21.99                   |
| Newcastle Upon Tyne    | 122.67                     | 148.26     | 20.88                   |
| North Tyneside         | 66.54                      | 81.81      | 22.86                   |
| South Tyneside         | 67.92                      | 82.91      | 23.53                   |
| Sunderland             | 106.80                     | 127.81     | 20.60                   |
| Birmingham             | 420.80                     | 499.99     | 18.82                   |
| Coventry               | 117.88                     | 142.31     | 20.72                   |
| Dudley                 | 98.35                      | 119.79     | 21.78                   |
| Sandwell               | 119.45                     | 140.53     | 17.65                   |
| Solihull               | 98.48                      | 118.35     | 19.99                   |
| Walsall                | 100.48                     | 121.53     | 20.93                   |
| Wolverhampton          | 106.49                     | 128.54     | 20.70                   |
| Bradford               | 185.49                     | 221.50     | 19.43                   |
| Calderdale             | 89.16                      | 107.73     | 21.11                   |
| Kirklees               | 138.32                     | 167.73     | 21.23                   |
| Leeds                  | 244.25                     | 291.96     | 19.53                   |
| Wakefield              | 103.20                     | 122.18     | 18.39                   |
| English counties       | 323.88                     | 340.05     | 5.00                    |
| Avon                   | 195.52                     | 201.87     | 3.26                    |
| Bedfordshire           | 254.80                     | 258.75     | 1.57                    |
| Berkshire              | 223.08                     | 235.80     | 5.73                    |
| Buckinghamshire        | 221.14                     | 233.28     | 5.50                    |
| Cambridgeshire         | 380.43                     | 371.42     | -2.37                   |
| Cheshire               | 242.82                     | 256.22     | 5.52                    |
| Cleveland              | 181.04                     | 171.56     | -5.27                   |
| Cornwall               | 178.88                     | 189.18     | 5.77                    |
| Cumbria                | 232.89                     | 248.90     | 6.88                    |
| Derbyshire             | 347.78                     | 370.90     | 6.64                    |
| Devon                  | 204.12                     | 217.47     | 6.53                    |
| Durham                 | 218.27                     | 232.11     | 6.31                    |
| East Sussex            | 224.28                     | 236.70     | 5.54                    |
| Essex                  | 524.11                     | 550.49     | 5.04                    |
| Gloucestershire        | 176.14                     | 190.49     | 8.14                    |
| Hampshire              | 528.97                     | 554.36     | 4.81                    |
| Hereford & Worcester   | 236.13                     | 250.39     | 6.02                    |
| Hertfordshire          | 340.24                     | 371.42     | 9.15                    |
| Humbly Grove           | 336.48                     | 358.48     | 6.54                    |
| Isle of Wight          | 44.08                      | 45.95      | 4.27                    |
| Kent                   | 538.68                     | 568.07     | 5.38                    |
| Lancashire             | 532.08                     | 568.71     | 6.89                    |
| Leicestershire         | 208.63                     | 220.66     | 5.77                    |
| Lincolnshire           | 181.73                     | 195.31     | 7.49                    |
| Northamptonshire       | 218.27                     | 232.11     | 6.31                    |
| Northumbria            | 215.58                     | 230.53     | 6.91                    |
| Nottinghamshire        | 378.78                     | 397.92     | 5.04                    |
| Oxfordshire            | 179.02                     | 187.42     | 4.68                    |
| Shropshire             | 148.91                     | 159.93     | 7.40                    |
| Somerset               | 188.51                     | 198.68     | 5.39                    |
| Staffordshire          | 378.28                     | 398.58     | 5.40                    |
| Stafford               | 208.82                     | 220.20     | 5.46                    |
| Warwickshire           | 215.72                     | 228.24     | 5.80                    |
| West Sussex            | 180.54                     | 190.82     | 5.70                    |
| Wiltshire              | 222.54                     | 236.44     | 6.24                    |

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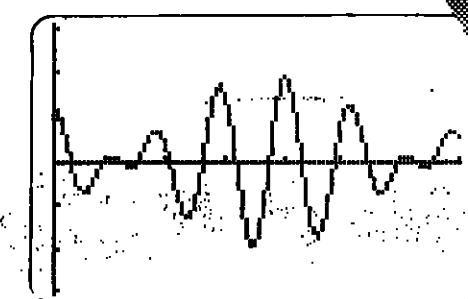
Programme test



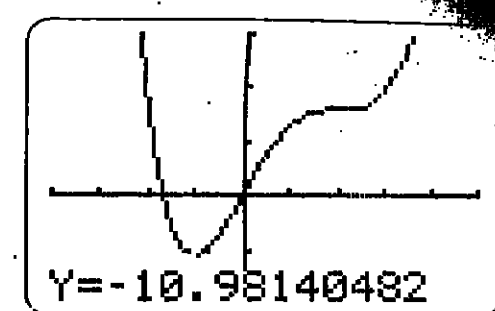
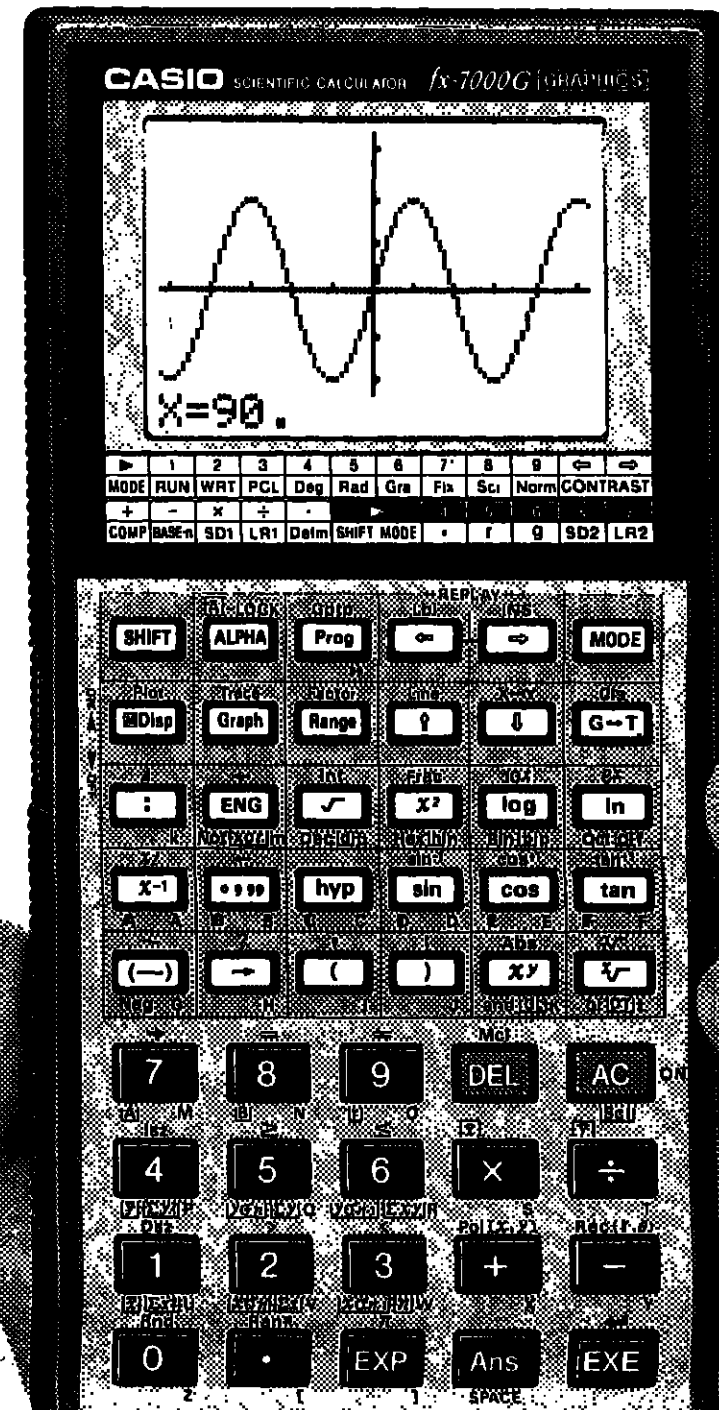
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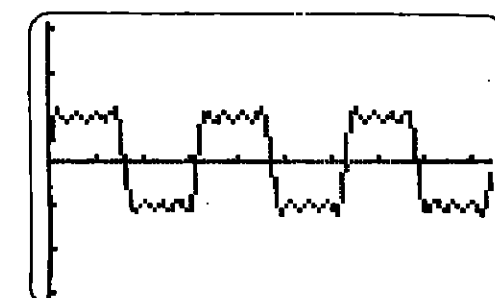
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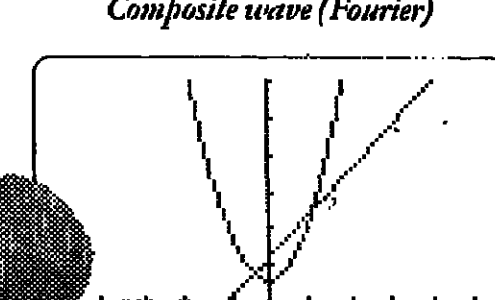
Composite wave form



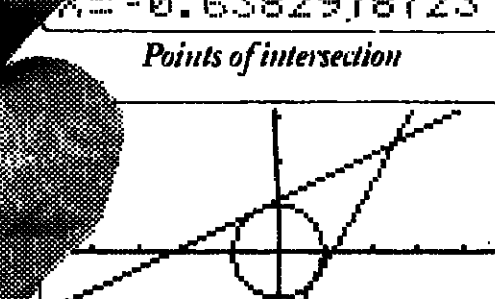
Quartic curve



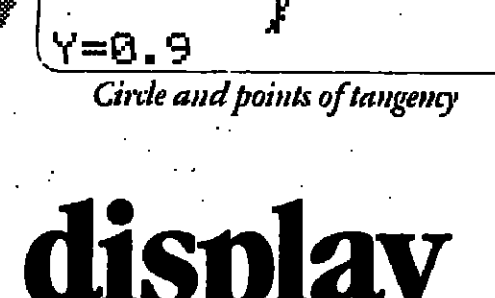
Sine curve



Composite wave (Fourier)



Points of intersection



Circle and points of tangency

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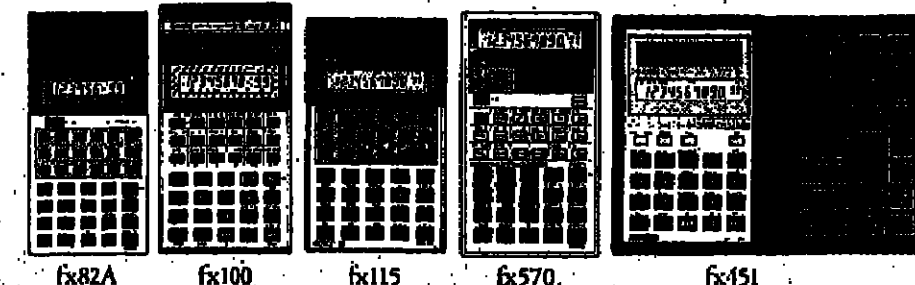
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# Call to change UK vocational thinking

by Bert Lodge

Doubts have been cast about Britain's policy towards vocational training, compared with that of Japan and the United States.

Mr John Mann, director of education in Harrow and former chairman of the Schools Council, gave his views in the Joseph Payne Memorial lecture last week.

Speaking at Harrow College of Higher Education, Mr Mann reminded his audience that in the last century Joseph Payne went from a poor Suffolk cottage to Britain's first chair in education.

The same flexibility which made his progress possible was needed today, but instead this country had opted for a highly vocational and stratified system where people were still classed as academic, technical or sub-apprentice, he said.

By contrast, young people in Japan continued their general education until they were 19 or 20. The problem of "professional engineers" had been left behind. Engineering, like all education, was broadly-based.

In addition, employment, promotion, pay and social standing were not



John Mann

related to initial qualifications, and the problem of matching supply of and demand for engineers just did not arise.

"Japanese employment practices assume all employees, not only high quality arts graduates, are able to manage change and new responsibilities. The Japanese therefore see no reason why an engineering graduate should be employed in an engineering function."

In the United States, too, most people continue their general education with the possibility of including vocational options and there, too, it seemed to be much easier to change study tracks or employment tracks than in the United Kingdom.

"Here the Government has adopted many strategies to improve the quality of education. Of all these the principal is... the adoption of a system of vocational and educational training remarkably like the German model - a system characterized by rationalization, vocationalism and stratification."

# European teachers 'better off'

by Geraldine Hackett

Teachers in England and Wales tend to work longer hours and put in more time outside school hours than their counterparts in Europe, but are generally worse paid, according to a survey by the Labour Research Department.

In West Germany the average pay of a teacher is 29 per cent ahead of the average pay of male industrial workers, whereas in the UK average teachers' pay is only 8 per cent higher than that of male manual workers.

In Italy the gap is 15 per cent and in France 16 per cent for primary and middle school teachers and 68 per cent for senior secondary school teachers, according to Labour Research, a trade union-funded research organization.

Teaching hours in continental Europe tend to be fixed and teachers are paid extra for covering for absent colleagues. Secondary school teachers in the UK spend an average of 21 hours in front of a class, whereas the figure in France is 15-21 hours and in Italy 18 hours. UK teachers also take on more out-of-class responsibilities, which add nearly 20 hours to their working week.

Lunchtime supervision is only an issue in UK schools. In France the two-hour break is supervised by specially employed students. In Italy and Germany school finishes before lunch, though teachers are expected to supervise during breaks.

Although preparation, marking and meeting with other staff and parents are part of a teacher's duties everywhere, the extensive out-of-school activities found in most British schools are not found elsewhere in Western Europe.

The most obvious difference in pay structures between the four systems is that in France, Italy and West Germany pay scales are lengthy and annual increments are paid throughout most of a teacher's career. In West Germany it takes 30 years to get to the top of the scale.

The educational and training requirements in West Germany are considerable and teachers may be 28 or 29 before they are fully qualified. For most teachers there are 14 increments, paid automatically at two-year intervals.

The French system divides teachers according to the level of education at which they teach. There are sharp variations in pay and teaching time between the groups. A primary school teacher has a salary scale running from £6,620 to £10,040. Progress through the increments on each scale is by assessment. The scale for senior teachers in a lycée runs from £8,560 to £17,870. Classroom hours are strictly regulated, ranging from 27 hours for primary teachers to 15 for teachers teaching 11-15-year-olds.

Labour Research: Labour Research Department, 78, Blackfriars, Strand, London WC4E 3DF (01-477 5511) plus p and p.

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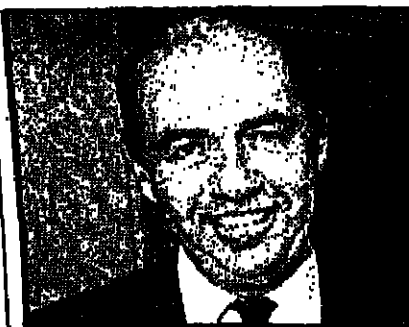
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SPECIAL TERMS FOR SCHOOLS AND COLLEGES



The Spastics Society is looking at ways to set up all-year residential schools, Susannah Kirkman reports

## Lifting the burden on caring parents



The Johnstones:

### 'We can't afford the fees'

The Johnstones' eldest son, Robert, aged eight, has severe cerebral palsy and cannot hold his head up or sit.

Robert is incapable of voluntary movements and has to be fed and carried everywhere. He cannot talk, but he occasionally smiles.

The Johnstones have two other children, aged five and eight months, and Mrs Johnstone is expecting another baby, which was unplanned, in February.

"It never entered our heads not to keep Robert when he was born, but now the choice is between finding him full-time residential accommodation or having an abortion," Mrs Johnstone said.

She does not think she will be able to cope when the new baby arrives. Robert attends a day school during

term time but the holidays are always a problem. Mrs Johnstone is worried that her five-year-old son, Paul, is missing out, as she finds it impossible to take him swimming, or even to the park, while Robert is around.

For Mrs Johnstone, the day starts at 6.30 am, when she starts to get Robert up, and finishes at 9.30 pm, after he is in bed. Robert also wakes during the night and has to be turned in bed.

To give the Johnstones a break, Robert spends the occasional fortnight at Tadworth Court Hospital for Children, which provides treatment and care for chronically sick and handicapped children, and is run by a charitable trust.

The family has received little support from social services. It took five years before the local authority agreed to install a lift so that Robert could get into

the house without being carried. The Johnstones have bought Robert's wheelchair themselves and they also have to find half of the money for the expensive disposable nappies Robert needs.

They had no social worker until Mrs Johnstone became pregnant again and they decided to look for full-time residential accommodation for Robert.

The authority has suggested a residential school for Robert, but Mrs Johnstone does not think she will be able to manage during the holidays.

The Johnstones have found a privately-run, full-time school near their home, where they could have Robert at home when they wanted. The fee is £1,000 a year, the length of three school terms.

"I don't want to think about what will happen if the extra money isn't available," she said. "We can't afford to pay the fees ourselves, so we'll lose the attendance and mobility allowances if Robert is at a residential school."

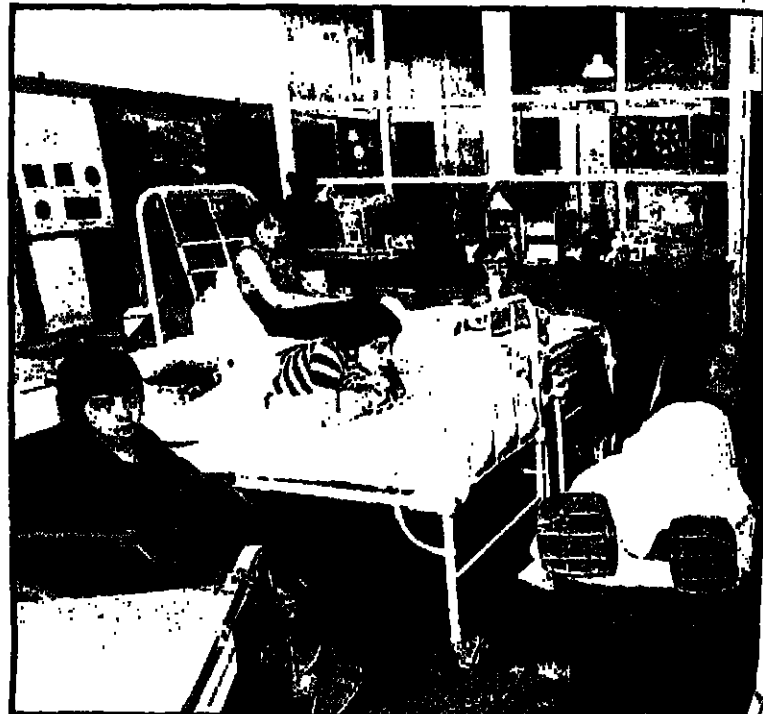
The Spastics Society already has one school open for 52 weeks a year, which is for adolescents with severe behavioural disturbances. The society is now considering a pilot scheme to offer full-time residential education to a group of 14 to 19-year-olds with severe handicaps.

According to Sir John, the need for residential places is growing. The Spastics Society alone saw 700 new cases last year which needed residential resources. And the Independent Development Council for the Mentally

Handicapped has said that more than 20,000 new residential places will be needed over the next two decades.

Yet rate-capping and cuts in the support grant have made it difficult for authorities to respond and, as a Mencap researcher put it, "The voluntary organizations have to pick up the tab."

Mencap is now conducting a national survey to pinpoint the needs of parents with profoundly handicapped children, parents like the Johnstones and the Greens, described below.



Tadworth Court Hospital.

The Greens:

### 'What on earth are you doing with him at home?'

Mr and Mrs Green have a profoundly handicapped younger son, Oliver, who is two and a half. The extent of Oliver's disability is so great that the Greens, who also have a five-year-old son, have found it impossible to look after him at home since he was 18 months old.

Oliver has cerebral palsy and suffers from extensor spasms which arch his body backwards and set off uncontrollable crying. The spasms can be brought on if someone touches him.

"It was very hard for us to accept that he didn't want to be stimulated. All he wanted was to be left alone," said Mrs Amanda Green.

Oliver's parents found it difficult to build up a relationship with him; they could not cuddle him and he did not seem to recognize them as his parents.

The Greens tried using a Portage scheme, a package designed to help parents teach their own pre-school handicapped children, but Oliver did not respond.

The hospital where Oliver was born seemed to know very little about profound handicaps, and did nothing to put the Greens in touch with social services or with other support networks. He was eight months old before he was finally referred to Great Ormond Street Hospital. The Greens found their own social worker; they met her informally at a local, privately-run support group for parents.

Apart from Oliver's brief stays in hospital for tests, the Greens did not have a break until Oliver was 16 months old, when they reached a turning point. They wanted to attend a wedding and planned to leave Oliver at a local private nursing home for the weekend. After a trial night, the nurse in charge told Oliver's parents that the home could not cope with him. "What on earth are you doing with him at home?" she asked them.

"Until then I hadn't realized that there was any alternative," Mrs Green said. At the suggestion of the nursing home, the Greens took Oliver back to the hospital and he was referred to Tadworth Court so that he could be assessed and have his fits controlled.

Oliver showed some improvement at Tadworth, but his condition deteriorated when he returned home. Tadworth agreed to take Oliver back, and he has now been there for a year, although the home for profoundly handicapped children is intended to provide only short-term care.

The local authorities are contributing nothing towards the cost of Oliver's stay at Tadworth. "We feel extremely guilty about Tadworth, as though we're abusing their kindness," Mr Green said. He also feels very bitter that neither the health authority nor social services have come up with a reasonable alternative.

Social services have suggested a Dr Barnardo's home for Oliver some distance from the Greens' home, which would make it hard for them to visit him.

Another proposal was that Oliver should be fostered, even though medical reports advised against it. "It would not be fair to Oliver, or to his foster mother," warned a report from Tadworth, as Oliver takes five different drugs which have to be adjusted several times a day.

Because Oliver needs a consistently calm atmosphere, "it is not possible to envisage or expect him to be cared for in the community," wrote his paediatrician at Great Ormond Street.

Oliver's parents have now found a place for him in a local private nursing home which specializes in caring for children with profound handicaps. It has been visited and approved by the Greens, is half the cost of a place at the Dr Barnardo's home. But the social services have refused to fund a place at a private home, although the local education authority has agreed to pay its share.

"We have been told that we would have to threaten to kill Oliver before social services would provide full-time residential accommodation. They would have to feel he was at risk," Mr Green said. "But then, of course, we would lose all control over him, and it's disgusting to be put in this position."

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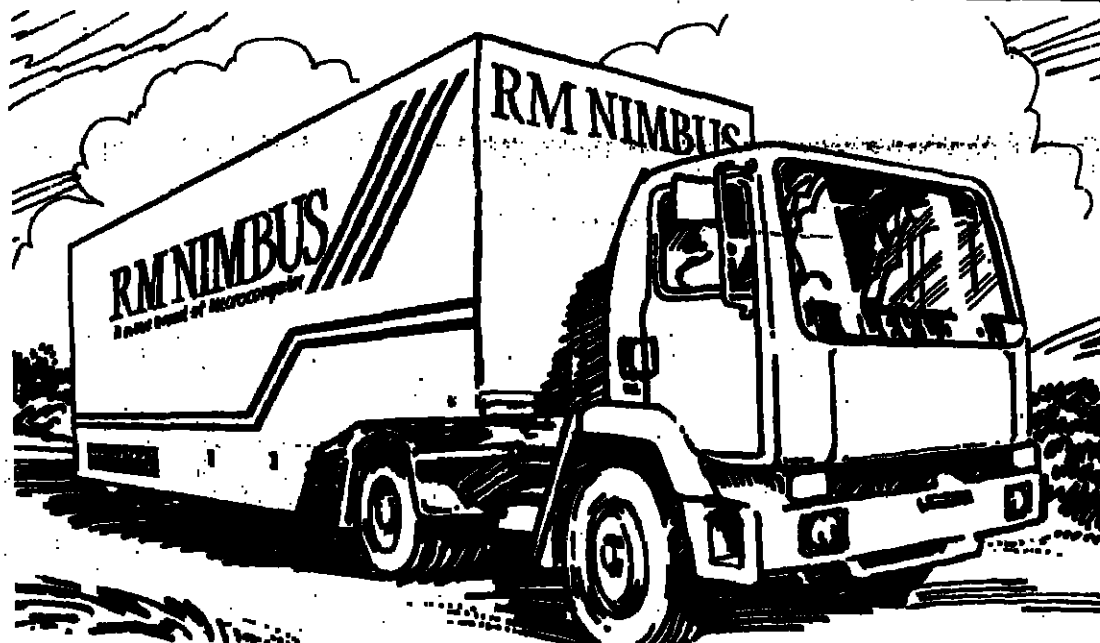
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## NEWS

# Report all sexual abuse cases, doctor urges

by Hilary Wilce

Teachers have been urged to report all cases of child sexual abuse – even if a pupil pleads with them not to tell the authorities.

The advice was given as the Government announced new measures to counteract child abuse, and the first British video for children warning them of the dangers of sexual approaches was released.

Dr Eileen Vizard, a senior registrar at the department of psychological medicine at the Great Ormond Street Hospital for Sick Children in London, and a leading expert in the study of sexual abuse, told a recent conference of under-fives workers that cases of suspected sexual abuse must be treated by teachers exactly as they would treat other kinds of suspected child abuse, and reported to the relevant agencies.

"Not only would they be on very dodgy ground legally if they did not, but anyone who thinks they can manage a case of incest or child abuse on their own is quite wrong."

Calling in the social services "mobilizes an enormous amount of therapeutic benefit for the family," Dr Vizard said. The police were also increasingly helpful and sympathetic in their handling of such cases.

Dr Vizard was speaking on the annual study day of the Association of Advisers for the Under Fives, in London.

She outlined signs and symptoms of possible sexual abuse that teachers and others working with children should be aware of, although she warned they needed to be seen in context.

"You can't pick on something in isolation and say 'Ah, this little girl has a vaginal discharge, it must be because of sexual abuse'."

Pre-school children could not tell people in words what was happening, Dr Vizard said, so indications of a problem at this age tended to be injury and behaviour.

Any injury to the genital area, persistent urinary tract infections, or obsessive public masturbation were danger signals, she said. A history of being battered was also a danger sign, since many battered children were also sexually abused.

Between the ages of five and 11, symptoms could show themselves in a psychosomatic way, as varied aches and pains, soiling, bed-wetting, and, possibly, anorexia.

A small study, undertaken at Leicester University, on adult women

anorexics had shown that two thirds reported some sort of sexual abuse as children, Dr Vizard said.

Other well-known signs and symptoms were oversexualized behaviour, an explicit knowledge of sexual acts and parts, and highly sexual drawings. Lack of concentration could indicate problems.

In adolescence, abused children might run away or show self-destructive behaviour patterns like attempting suicide, overdosing, and mutilating themselves. Such children felt "spoiled, damaged and mutilated on the inside" and these behaviour patterns were ways of showing this, Dr Vizard said.

Factors that indicate a child might be at risk include a history of sexual abuse. Once children had been victimized, Dr Vizard said, they were more likely to become victims again.

Paedophiles, studied in the United States, had said they could stand outside a school playground and pick susceptible children with uncanny accuracy. There was also evidence that the victims of multiple rape were likely to have been abused as children.

Other risk indicators were any abuse of siblings in the family, poor supervi-

sion of the child at home, alcohol and drug abuse in the family, and the fact that a child was mentally or physically handicapped, and therefore particularly vulnerable.

Sexual abuse could start at any age, Dr Vizard said. Her youngest patient had been four months old. And recent evidence of opinion polls showed that one in 10 British adults claimed to have had an experience of sex abuse in childhood, which confirmed professionals' views that the known cases were only the tip of the iceberg. Something between 75 and 95 per cent of the adults doing the abusing were known to the child.

Something had to be done to break the cycle of behaviour since children who are abused are likely to repeat the pattern with their own children, Dr Vizard stressed.

To teachers and child care workers she said: "The most difficult thing is to recognize that there may be sexual abuse. Once you are over that hurdle, try and remember it is not like uncovering some extraordinary epidemic of unknown behaviour. It is a form of child abuse. If you think of it like that you are on the way to knowing what to do about it."

The Department of Health and Social Security was updating its guidelines on child abuse, she said, and she hoped the new ones would make a clear statement on sexual abuse.

The Government announced recently its strategy for tackling problems of child abuse. Mr Giles Shaw, minister of state at the Home Office, said there would be more stringent checks into the background of people seeking to work with children.

He pointed out that wives can now be compelled to give evidence against their husbands in cases involving violent or sexual assault and said the Home Office and the Director of Public Prosecutions were keeping a close touch with developments over issues of incest and sexual abuse.

But in his view, he said, such cases could be best dealt with not by criminal proceedings, but "where a social worker, teacher, or doctor is alert to abuse in an individual case."

A video warning children about sexual abuse starring Rolf Harris, and made under the supervision of Dr Caroline Odell-James of the Tavistock Institute of Human Relations, was released recently. It is the first British video about the subject.

## Craft, Design and Technology concludes *The TES* series on GCSE draft grade criteria

### CDT

#### Domains

**Design and problem solving**  
**Recognize problems:** Interpret a given brief, compose a design brief, recognize and identify main and subsidiary problems and derive suitable specifications.

**Analyze problems:** Consider the factors, concepts and available options in the paths leading to a solution on the basis of adequate relevant information.

**Generate solutions:** Generate outline ideas which express possible solutions to a problem.

**Refine and develop a proposal:** Select a preferred idea and develop the basic forms to the aesthetic, constructional, economic, functional and technical detail necessary for manufacture within prevailing constraints.

**Evaluate and test a solution:** Systematically evaluate ideas and proposals and subsequently modify them in the light of new data or developments, as well

### Use of terms

● **Domains:** subject areas. Each subject has been divided into at least three domains.

● **Levels 1 to 4:** Level 1 corresponds to grade F/G, Level 2 corresponds to grade E, Level 3 corresponds to grade C/D, Level 4 corresponds to grade A/B.

● **The draft grade criteria define what candidates must be able to do to achieve each level or grade in every domain.**

● **The criteria for French describe the levels of achievement as "areas of competence," and there are seven, not four.**

● **Aggregation:** adding up the points scored in each domain to produce a final grade.

● **In most subjects, successful completion of one level or grade in a domain entitles the candidate to one point, which goes towards their total score.**

as testing realized, or part-realized, solutions for any product against its original brief or specification.

#### Product realization

**Plan for realization:** Plan, organize and monitor the sequence of activities for realizing the designed solution.

**Select resources:** Select appropriate resources to realize the product, with reference to their availability, characteristics, cost and suitability.

**Select tools and processes:** Select appropriate available tools and processes to realize the product.

**Demonstrate transformation skills:** Demonstrate the skills required to transform selected resources in a safe manner by marking out, wasting, adding, rearranging or re-ordering by other appropriate means, to facilitate the realization of the product.

**Evaluate process and product quality:** Evaluate, appraise and respond to both the process and the product in terms of aesthetic, functional and technical quality.

#### Communication

**Recognize and transform information:** Seek, recognize and receive information in one form and, where necessary change it into a more applicable form.

**Select means of communication:** Select means of communicating information, ideas and detail, appropriate to the circumstances, which may include graphic, speaking, three-dimensional representation, writing and the utilization of all information technology.

**Convey information:** Convey information appropriately, clearly and concisely.

**Convey ideas:** Convey, by any means, ideas concerning the conception, development and final form of a proposed outcome.

**Represent detail:** Represent detail of form through colour, construction, movement, shape, size, solidity and structure.

**Recall knowledge:** State facts, recall and name items, recall processes and procedures.

**Identify, apply and relate procedures:** Identify, apply and relate knowledge of procedures to CDT activity.

**Provide explanations:** Offer explanations of aspects of CDT including social and economic issues.

**Reason and predict consequences:** Make reasoned arguments and anticipate consequences about outcomes to various CDT activities.

**Show understanding of CDT concepts and principles:** Understand, at an appropriate level, the relationships, principles and concepts pertaining to CDT.

**Grading system**  
Aggregation within each domain: Performance on each subelement of a domain is described by criteria at four levels. The levels achieved in each of the five subelements are aggregated to produce a level for the whole domain.



Picture: Richard and Sally Greenhill

Table 1  
Aggregation within each domain

| Domain level range | Domain score | Grade                       |
|--------------------|--------------|-----------------------------|
| 1                  | 1-4          | Must score on 4 subelements |
| 2                  | 5-8          | Must score on 3 subelements |
| 3                  | 9-12         | Must score on 2 subelements |
| 4                  | 13-16        | Must score on 1 subelement  |

Aggregation of domain levels to form an overall grade: The overall grade is derived from the aggregation of the levels determined from each domain. A range of scores is determined by adding up the levels.

Table 2  
Aggregation of domains

| Grade | Domain score | Grade                   |
|-------|--------------|-------------------------|
| A     | 16/15        | Must score on 4 domains |
| B     | 14/13        | Must score on 3 domains |
| C     | 12/11        | Must score on 2 domains |
| D     | 10/9         | Must score on 1 domain  |
| E     | 8/7          | Must score on 0 domains |
| F     | 6/5          | Must score on 0 domains |
| G     | 4/3          | Must score on 0 domains |

#### Examples

**Design and problem solving**  
The candidate has demonstrated the ability to:

**Recognize problems:** Level 1: Interpret a given brief in a simple manner; recognize rudimentary aspects of a situation.

**Analyze problems:** Level 2: Interpret a given brief, relate it to a situation and draw up a simple specification.

**Generate solutions:** Level 3: Examine a familiar situation, identify some real needs, compose a brief and draw up a specification.

**Refine and develop a proposal:** Level 4: Assess a familiar situation and recognize its principal needs; compose a design brief and specification, with some understanding of precision and proportion.

**Evaluate and test a solution:** Level 1: Engage one of the following typical procedures:

#### Communication

**Convey ideas:** Level 1: Convey ideas in an elementary form.

**Convey information:** Level 2: Convey ideas in an elementary form with some semblance of structure, using appropriate methods.

**Convey ideas:** Level 3: Convey ideas with clarity in a structured and appropriate manner.

**Convey information:** Level 4: Convey a sequence of ideas in a fluent manner by the most appropriate means.

**Represent detail:** Level 1: Represent form by a recognizable outline.

**Represent detail:** Level 2: Represent form by a recognizable outline, taking into account elements of scale and proportion.

**Represent detail:** Level 3: Represent detail of a form with some accuracy and precision using a range of conventions.

**Represent detail:** Level 4: Represent detail of a form with clarity and precision taking full account of appropriate conventions.

**Knowledge and understanding**  
**Identify, apply and relate procedures:** Level 1: Name and recall when shown, some of the procedures, including safety, which are outlined in the syllabus.

**Identify, apply and relate procedures:** Level 2: Apply and relate in simple terms relevant procedures, including safety, as outlined in the syllabus.

**Identify, apply and relate procedures:** Level 3: Identify, apply and describe with some detail and relevance a wider range of procedures, including safety, as outlined in the syllabus.

**Identify, apply and relate procedures:** Level 4: Determine, apply and describe fully in an organized and systematic manner procedures outlined in the syllabus.

**Provide explanations:** Level 1: Make elementary statements about some aspects of knowledge outlined in the syllabus.

**Provide explanations:** Level 2: Make elementary but relevant explanations about some aspects of knowledge outlined in the syllabus.

**Provide explanations:** Level 3: Make detailed explanations, generally substantiated, of aspects covering a range of the syllabus.

**Provide explanations:** Level 4: Provide a structured and detailed explanation for the majority of items in the syllabus content.

resources that which (s)he judges to be the most appropriate after research characteristics, investigating suitability and checking availability and cost.

**Select tools and processes:** Level 1: Select from a range of personally experienced tools and processes those which (s)he identifies as adequate to achieve the intended realization.

**Select tools and processes:** Level 2: Select from an immediately available range of tools and processes those which (s)he identifies as adequate to achieve realization.

**Select tools and processes:** Level 3: Select from an immediately available range of tools and processes those which are appropriate to achieve realization.

**Select tools and processes:** Level 4: Select from the range of tools and processes available those which are appropriate and effective to achieve an efficient realization.

**Communication**  
**Convey ideas:** Level 1: Convey ideas in an elementary form.

**Convey information:** Level 2: Convey ideas in an elementary form with some semblance of structure, using appropriate methods.

**Convey ideas:** Level 3: Convey ideas with clarity in a structured and appropriate manner.

**Convey information:** Level 4: Convey a sequence of ideas in a fluent manner by the most appropriate means.

**Represent detail:** Level 1: Represent form by a recognizable outline.

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**Provide explanations:** Level 4: Provide a structured and detailed explanation for the majority of items in the syllabus content.

## Biddy Passmore reports from a one-day summit on the future of higher education

# Warning over science intake

University's council, split out the traditional university response to those who call for a broader sixth-form curriculum. They were indirectly calling for a four-year basic undergraduate degree, he said – yet who was going to produce another 33½ per cent of more?

One possible solution to this problem was suggested by Baroness Lockwood, president of Birkbeck College and former chairman of the Equal Opportunities Commission. As well as broadening the school curriculum, university courses should be widened too, she said. This would be of particular value to girls and would help to overcome the cultural barrier which stopped them entering industry.

Lady Lockwood also made a strong plea for Government funding to get continuing education off the ground – a point on which there seemed to be near-universal agreement.

The part of the Green Paper that appeared to have stung universities most was that accusing them of "anti-business snobbery". It was not clear from the day's proceedings how far it was justified.

Mrs Sara Morrison, a director of the General Electric Company, speaking on industry's expectation of universities, said firmly that it was rare today to find the academic heights looking down on a career in industry. This view was reinforced by Mr Martin Wood, deputy chairman of The Oxford Instruments Group.

On arriving in the Oxford University physics department 25 years ago, he had told a visiting physicist that he was an engineer and had been swiftly corrected by a colleague who had said: "You're really an applied physicist, aren't you?" Mr Wood said. That would not happen now, when even the philosophy department was prepared to give him a friendly cup of coffee.

But Mr Alan Hardcastle, immediate past president of the Institute of Chartered Accountants, felt that anti-business attitudes still survived in both sixth-forms and universities. Too many graduates entering the professions found the change of attitude a "shock", he said, because they had taken courses with no significant business element.

The charge was robustly denied by Professor Mark Richmond, vice-chancellor of Manchester University. There was clear evidence that universi-

ties had considered involvement with scientific research in industry "infradig – even faintly immoral" for a period in the 1950s and 1960s, he said, but such attitudes were "pretty much gone".

Anne Sofer said she was astonished that speakers at the conference had hardly referred to the proportion of young people entering higher education and called for an "unashamedly expansionist" policy, for the sake of both individuals and the country.

Mr Giles Radice, Labour's education spokesman, also called for expansion and promised more money – but only in exchange for university agreement to throw open their doors to a much wider section of the community.

Mr Clement Freud, giving an exclusive preview of the Liberal Party's imminent higher education document, said all adults should have a voucher for tertiary education, to be taken up when it best suited them. He also asked some awkward questions, such as whether a two-year YTS scheme could provide an alternative route to higher education.

Finally Mr Peter Brooke, higher education minister, recognized that recent Government action had placed a strain on many of those present in the room and described their response as "remarkable". But he reminded his audience pointedly that they had a wider constituency to address than the Government and DES ministers.

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# Two's company, three's a consortium

Bob Dent describes a scheme for sharing A level teaching



On the road: pupils are transported to another school

highly regarded as one of the most successful in the country.

Much of this success is due to the cooperation among the three head-teachers. Mr Paul Wingfield, head of Raunds Manor, is at pains to emphasize this point. He stresses that without good will, mutual trust and a preparedness to give a full sounding to all issues, a clear relationship, and hence a viable consortium, would be impossible.

Part of the mutual trust means delegating responsibility downwards and sometimes across to staff in another school. Mr Brian Emerson, for example, head of sixth at Huxlow, is solely responsible for working out the transport arrangements for all three schools. A combination of local taxi firms and coach operators are employed at an annual cost to the county of around £20,000 to £25,000.

He has also devised a system, based

on a questionnaire, of tracking down where any of the three schools' sixth form pupils ought to be at any time in the week - an important matter in the event of, say, a fire.

Timetabling is another major area which obviously necessitates cooperation. Subjects are divided into five option blocks of six periods per block. When the pupils' choices have been collated, representatives from each of the three schools get together to thrash out a common timetable of who will teach which pupils and where.

This, of course, leads to a complex schedule for teachers and pupils alike. Throughout the week they may be taking classes within their own school, or at the two others, and with different combinations of pupils and staff from the other schools.

Just to make matters more complicated, so many lower sixth English

pupils does The Fencers have that they are standing alone and being taught in one school only, though this is not regarded as opting out of the scheme, merely making the best arrangement in the circumstances.

Mr Mike Cousins, The Fencers' director of studies and timetable, argues that although the system is complicated, it works through mutual give and take. He points out that the major constraint is on the lower schools' timetables. Once the common sixth form timetable is agreed constraints appear lower down. Clashing is almost inevitable and a pragmatic approach has to be adopted.

Yet Mike Cousins and others argue that for teachers the consortium has opened communication between the schools. Now that timetabling and transport problems have been overcome, the next step is a deeper dialogue on teaching methods and a process of mutual enrichment. The excitement about this is only tempered by a certain frustration that the present industrial action is blocking that dialogue.

And what of the pupils? One large group of sixth-formers at The Fencers agrees that the system gave them a wider choice of subjects, greater variety in their routine and possibilities for making new friends. Their only complaint was the uneven spread of specialist subject material across the three schools' libraries.

Four pupils at Raunds complained strongly about the time taken up by travelling every day, though they did agree that local roadworks between

the three schools were in large measure a cause of this.

The four also commented on difficulties of coping with conflicting demands, say, over styles of essay writing, of teachers in different schools teaching the same course. Their response is the pragmatic one of adapting their style to the teacher and trying not to get too confused.

Basically, though, like their counterparts at The Fencers, these pupils were happy with the system and indeed all three schools report no major complaints from either pupils or parents.

The workings of such an A level consortium has obvious implications for the wider debate about education for 16 to 19-year-olds. No one is excitedly waving a flag for this particular consortium, though Mr Graham Ridge, head of Huxlow, points out that it is a successful working model of schools retaining a sixth form through cooperating and, by so doing, moving away from unhealthy rivalry.

Ms Barbara Smith, head at The Fencers, agrees, but adds a cautionary note: "A sixth form consortium is yet another change among so many - in the exam system, via the MSC and from Government - which are all hitting heads at the same time. It strikes at one of a school's deepest possessions and in many cases there could be a lot of holding on to what a school has already got. But what we have constantly got to ask is what is best for the education of 16 to 19-year-olds, and if this is best then that's the way we ought to go."

# Survey reveals Asians' dim view of the English

by Diane Spencer



Asian youngsters... critical of classmates' attitude to education

English young people do not care about education, they lack discipline and have no self respect, according to Asian families who took part in a survey, published in last week's *New Society*.

Most parents of the families in the study (40 Sikh, 40 Hindu and 40 Muslims) took a poor view of English family life. So did a third of the young people, researchers found.

Half the Asian youngsters commented unfavourably on the attitudes the English had towards education. They blamed home more than school for this.

One Hindu girl said: "They're more concerned with what they're doing tonight than with their homework. It's

the way they're brought up. There's no discipline, nobody to answer to."

Unemployment and old-fashioned academic bias in schools were also mentioned. "You can't get jobs even if you've got qualifications," a Muslim boy said. A Hindu boy said schools taught the same thing every year when they should be looking to the future with courses in computers and technology.

One Hindu father said English youngsters didn't appreciate the ample opportunity to educate themselves: they preferred pubs, punk and meeting people.

Yet very few Asian parents - fewer than one in 10 and only one in 20 of their children - wanted education to be

segregated on ethnic lines.

A young Sikh man said: "I've always objected to separate schools for different religions. If we want a multiracial society, that doesn't help. Those are the most important years of your life, and that's where your attitudes and views come from."

But only a quarter of parents were hopeful about the future for their children. Half were worried about the implications of the economic situation.

Discrimination raises its head when unemployment gets worse, one Hindu said. "When we're well off nobody is bothered."

Another agreed: "As jobs get scarce they've got to blame it on someone and we're the prime target."

# Warning on threat to 'soul of the school'

by Bert Lodge

Recent fashionable innovations in education were devaluing the school and promoting "a certain theoretical functionalism" which destroyed the soul of the institution, the annual conference of the Welsh Secondary Schools' Association was told at Llanwrtyd Wells last weekend.

"I continue to be astonished," Mr A B Daniel, head of Gwernon School, Swansea, said in his presidential address, "that the entire emphasis seems to be on changes in the curriculum, assessment and pedagogic methodology at the total expense of the institution and through which such changes must be implemented."

Despite the claims of employers, teachers, parents and pupils, a head's first loyalty must be to the school, said Mr Daniel. "But I have not for years heard an unequivocal assertion of the school as an institution through which a youngster can develop fully."

In addition to the basic "loyalty demands", other claims on the head came from the local community, religion, learning, the law of the land, patriotism and common decency. Yet there was often an obvious conflict between them.

# 'Leave at 50' rule eased

by Richard Garner

A controversial rule which prevents teachers and heads in Armed Forces' schools abroad from staying in their jobs beyond the age of 50 is to be relaxed.

Negotiations on this are set to take place within the next few weeks between union representatives and the Ministry of Defence.

The rule has been opposed particularly by the National Association of Head Teachers whose members are most affected and who have found difficulty in finding alternative employment on their return to Britain.

In addition, it is planned to change the system whereby a teacher is not allowed to stay in an Armed Forces

schools for more than nine years (or three separate three-year tours of duty with the Service Children's Education Authority).

Both rules have been opposed by teachers' leaders on trade union and educational grounds. They have said it increases "teacher turnover" and reduces the prospect of providing continuity.

The changes which have already been outlined will also overcome a problem facing those applying for premature retirement from Armed Forces' schools.

Under this "leave at 50" rule the DES had said it would be impossible to give compensation for premature retirement.

# NAB chief details engineering needs

by Carolyn Dempster

The critical under-supply of engineering graduates in Britain will remain a problem, and plans to counter this will be continually frustrated until effective action is taken in nine key areas, the National Advisory Body chairman, Mr Christopher Ball, told a conference on engineering education this week.

First, the planning of higher education should be integrated in a single system, he said. Second, there should be a plan for the measured and gradual increase in the number of engineering places at universities and polytechnics over several decades.

The inability of institutions to recruit sufficient students to fill the engineering places prescribed by the NAB last September was not going to be overcome through a crash programme.

Mr Ball said more rapid provision should be made for a substantial number of postgraduate conversion courses, and called for sterner efforts to reduce the high drop-out rate of 16-year-olds.

The UK features high on the list of comparative "drop-out" statistics, with 40 per cent of children leaving school with no qualification compared with 14 per cent in the United States and 4 per cent in Japan.

Early subject specialization in schools was a problem which should be tackled seriously, and the development of AS levels was a step in the right direction in this regard, Mr Ball added.

Effective action should be taken to

break the vicious circle which perpetuated an acute shortage of teachers in maths and science - even if that meant contemplating the introduction of differential salaries. Similarly, there should be a thrust for the increased recruitment of women into engineering, as more places are provided.

Mature students also needed to be actively encouraged to pursue engineering courses, and the NAB was considering weighting part-time students, but was looking to increased government funding for this purpose rather than shifting very scarce resources from full-time provision.

Finally, clearer signals were needed from the world of employment to convey to school-leavers and students that engineering can be as rewarding as accountancy or law, said Mr Ball.

Young people still tended to regard training as an engineer as pretty risky, while at the same time succumbing to the "confidence trick" promoted by the arts and humanities that the arts courses provided a better general education base. It was up to the engineering educators and employers to change that outlook.

"We face a crisis, both in the national economy and in the education service", emphasized Mr Ball, and as Japan and the United States had already recognized, and is reflected in the numbers of graduate engineers the two nations turn out, a highly technologically educated population is seen as a prerequisite to economic success. - *THE S*

# OU receives record 56,000 applications

by Virginia Makins

More than 56,000 people have applied to start degree studies with the Open University in February - nearly 5,000 more than the record set in 1976.

But only 20,000 places are available. Last year, financial cuts forced the university to reduce its planned intake of 24,000 students to 18,000.

Many applicants do not take up places when they are offered. The OU believes this is due to the rising cost of courses - about £250 in the first year. But even so, the university calculates that 24,000 people will be disappointed this year, compared with 17,000 last year.

In his annual report the vice-chancellor, Dr John Horlock, referred this month to the "savage cuts" imposed on the OU by the Government between 1984 and 1985.

While he understood the Government's attempt to fulfil its election pledge to reduce public expenditure, he called it "economic nonsense for it to call for more post-experience vocational education and then deny adequate funds to the one national distance teaching institution that is ideally placed to undertake the task."

Although the Government had alleviated some immediate problems caused by the cuts originally imposed last year, the basic problem had not been improved, Dr Horlock reported.

"Our major task in 1985 and subsequently is to hammer home the argument that if the Open University is to fulfil its national role in higher education in the 1990s, then it must be adequately funded."

Two key elections are taking place within the National Union of Teachers. The first will decide who will be next in line to become president of the union after Mr Bob Richardson, now vice-president, takes over at Easter. The second will decide who should scrutinize the union's financial affairs - a more important issue now so much money is being

spent on sustaining strike action.

Richard Garner reports on the candidates and discloses two surprises sprung by the left of the union during the campaign - a call for a merger with the NAS/UWT and a review of the time-honoured NUT policy of giving full pay to members who take part in official strike action.

# Unity call to rival unions

A campaign has been launched to merge the two teacher union arch-rivals, the NUT and NAS/UWT. Mr Ken Jones, outer London NUT executive member and a candidate in his union's vice-presidential elections, has called for a single TUC-affiliated teachers' union as one of the central themes of his election campaign.

In addition, the Socialist Teachers' Alliance, of which he is a member, is planning to ensure the issue is raised at the NUT's annual conference next Easter.

Writing in *Socialist Teacher*, the Left-wing group's magazine, Mr Jones acknowledges Sir Keith's decision to abolish the NUT majority on the Burnham pay bargaining body has shown that "for the first time, the NUT has lost its majority among organized teachers in state education" and describes this as a "historic setback".

He says that many socialists within the NUT have argued in the past that the NAS/UWT "stands so far to the right of the NUT" that there is no hope of unity between the two unions.

But, Mr Jones continues, "It is true that it usually abstains on major trade union issues: it is true that it is

male-dominated; that its education policies offer no real alternative to the Government's education policy. But, in qualitative terms, is the NUT so different?"

He concludes: "A single TUC-affiliated union would strengthen teachers' ability to resist attack and would set up a strong barrier to the advances of the Professional Association of Teachers, the Assistant Masters and Mistresses Association and the rest."

Leaders of the NAS/UWT would like to see closer co-operation with their counterparts in the NUT as a result of the changes in the pay negotiating teachers' panel. But they say there has been no indication of any willingness on the part of the NUT leadership to make overtures towards them.

The STA call for one union, which is likely to surface at next Easter's annual conference whatever the outcome of the vice-presidential elections, is not the only campaign within the NUT for a merger of teachers' unions.

A separate campaign, announced at this year's NUT conference in Scarborough by Mr Tony Miller, Scarborough member for the influential West Mid-

lands area, is gathering momentum.

He foresees a merger first between the NUT and the National Association of Teachers in Further and Higher Education as a step towards one union embracing all sectors of education. The Association of University Teachers would be this campaign's next target.

Any of these merger campaigns would undoubtedly increase the influence of the emergent union with the TUC if successful.

A combined NUT-NAS/UWT would have a membership for pay negotiating purposes of 331,749 compared with 109,787 from all the other unions represented on the Burnham pay negotiating committee.

For the purposes of TUC membership, a combined NUT/NAS/UWT would have about 330,000 members and, if the NAS/UWT were to join this, the membership would increase to about 450,000.

The likelihood is that both campaigns will take a long time to make headway. One of the main reasons for this would be the worries of the smaller unions that they might become swallowed up the NUT.

# Five compete for two top positions

There are five candidates for the two vice-presidential posts being contested within the National Union of Teachers.

Malcolm Horne, a deputy head-teacher of a comprehensive school in Brent, outer London, is a member of the Broad Alliance, which dominates the NUT executive.

He initiated moves for the union to disinvest from South Africa and is currently chairman of the union's multi-ethnic education working party.

Ken Jones, a Scale 2 English teacher in a secondary school in Barking and Dagenham, is a member of the Socialist Teachers' Alliance, the largest Left-wing grouping of the union apparent at its annual conference.

He was secretary of the Barking and Dagenham branch when it took strike action for six weeks in protest against redundancies and job losses in 1982.

Ian Morgan, vice-principal of a tertiary college in Preston, Lancashire, has served continuously on the union's executive since 1966.

He chairs the union's public and teacher education committees and is a firm believer in the need to restore public confidence in education.

John Perry, who teaches in Leicester, is a member of the Broad Alliance and now chairs the union's international committee and its 14 to 19 education working party.

He favours developing the union's international work.

Carole Regan, a Scale 2 teacher at an inner London girls' secondary school, is a member of the Socialist Teachers' Alliance and the only woman and non-executive member standing in the election.

She is committed to campaigning for equality and to "finding ways to ensure that women not only have a proportional share of the cake when it comes to employment and promotion, but are present at every level of our union."

The winning candidate will become president in April 1987. The runner-up will be president the year after.

# Strike pay plea by NUT candidate

A candidate in an election for a key financial post within the National Union of Teachers has said that union should review its policy of paying full salary to members called out on strike.

Mr Will Reese, who is supported by the Left-wing Socialist Teachers' Alliance in the election for two accounts examiners for the NUT, says in his election statement: "Urgent measures will be necessary to restore the level of the remuneration (strike) fund."

At the beginning of this year's industrial action the fund stood at £10 million and it is known that last year's seven weeks of industrial action cost the NUT around £1.3 million. So far this year's dispute has lasted 37 weeks,

although that includes the Easter and summer holidays.

This term the NUT has shifted the emphasis of its action and has been calling members out on unpaid strikes of up to half a day at a time. In some cases, the action has been for only a few hours making it more difficult for local education authorities to determine how much pay should be deducted from individuals.

In addition, the union's annual conference decided to launch a voluntary levy of its entire membership by asking them to give a day's pay to the campaign.

Officials at Hamilton House said that money was still being collected to go

towards this levy as many lay branch officers had had the task of going round to each and every member a time-consuming and daunting one.

Mr Reese, a Scale 1 teacher in Coventry, said: "We should also embark on a process of consultation throughout the union to determine whether the union should maintain its policy of full pay to members on strike or establish a lower level of strike pay."

The other two candidates for the post of treasurer of accounts - Mr John Anderson, general secretary of the Birmingham Association of the NUT, and Mr Frank Lester, a primary school headteacher from Newcastle upon Tyne, want to maintain the union's strike fund.

# "GET PEOPLE TALKING!"

Debbie Sowerby



"I fasted last year for many reasons. To draw attention to the suffering in poor countries. To raise money through sponsorship. To get some idea how it feels to go without. But the thing I hadn't counted on was the effect my fast had on my friends and family. We talked and talked about it all weekend."

"That's why I am fasting again this year - to get people talking!" Debbie Sowerby is a Hungry for Change supporter in Reading. She is joining with thousands of others in a 24 hour fast during the weekend of November 15, 16 and 17 in Oxfam's second Hungry for Change FAST.

The past 12 months have shown how much people in this country care about World Hunger.

Everyone knows we need change - a change to give hope to the hungry and a change in the attitudes of governments towards them.

Last year's experience of fasting for one day allowed people to understand a little better the appalling fate of the 750 million people who suffer hunger every day without choice.

At the same time, through sponsorship, they raised valuable funds for Oxfam development projects overseas.

It is our intention that this year's fast should represent a massive expression of concern - of a nation hungry for change.

Time is running out. Please join us. Fill in the coupon for details without delay.

**FAST WITH OXFAM - NOV. 15, 16 or 17**

I support OXFAM'S second Hungry for Change FAST

☐ I'll fast. Please forward my name to my nearest Oxfam organiser.  
☐ I'm not able to fast, but send me details of the Hungry for Change campaign.  
I enclose a donation of £

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## ZIMBABWE NOTEBOOK

Patricia Rowan on the apparent contradictions of the educational system since independence

# Passion and pragmatism in painful times

A visit to Zimbabwe leaves two overwhelming impressions. The first is of the universal and passionate commitment to both education and books.

The second, not altogether unexpected, is the paradox whereby a Marxist-Leninist regime embraces fee-paying schools, selection, streaming, cramming, an elitist exam system, and the supremacy of parental choice.

Dr Robert Mugabe and his Government are in many respects pragmatists before they are socialists. Zimbabwe has a stable economy relative to other African countries, and has developed extraordinary self-sufficiency (ironically stimulated by UDI); but world recession and three years of drought have created an acute shortage of foreign exchange, and sanctions against South Africa would cause further financial strain.

So economic realism in the Government gives priority to enterprise and self-help, and encourages private industry (still largely in the hands of white expatriates), so that commercial salaries continue to attract the scarce engineers and technicians at the expense of the university. Harare Polytechnic and the chronically understaffed technical colleges.

The same hard-headed approach applied to the schools by ebullient Education Minister Dr Dzangirai Mutumbuka recognized that delivery of the promised universal secondary education (with added O levels) had to be swift on political as well as moral grounds, and could not be achieved from a standing start of 4 per cent of the black age-group without using the private sector.

The secondary teaching force has been quadrupled since 1979 from 3,534 to 17,498, but only a third are fully qualified, although a crash teacher training programme is proving remarkably effective in spite of the shortage of textbooks and equipment.

But it is hard to keep pace as the birthrate rises and secondary rolls are swollen by elderly teenagers whose schooling was interrupted by the war, as well as by young men and women in their twenties who fought in it and are determined to make up for lost time. This year numbers reached their peak, and in the high density suburbs sprawling outside Harare up to 20 streams of 40 pupils each are packed into double sessions in the new secondaries.

Although the state only directly controls 20 per cent of the schools, it pays for teachers, capitation and a proportion of tuition grants in the other 80 per cent, whether run by Anglicans, Catholics, independents or the district councils (who have been known to divert the money to Mercedes and drink).

"An expensive affair," Mutumbuka points out, and concedes that free secondary schooling is out of reach. It is calculated that agricultural production has doubled since independence partly because parents have to get money to pay school fees. If they can't find the money, the extended family steps in: uncles and brothers in work tend to have long-term commitments.

Although Mutumbuka can justly claim that, in spite of hardship, 85 per cent of secondary age children do take up their places — a very high figure compared with neighbouring Tanzania

(4 per cent) or Malawi (12 per cent), he adds the proviso that "the incentive to work hard is not there if all children can go".

As reported in *The TES* (October 11), Dr Mutumbuka's recent announcement that children would be screened out before secondary school if they weren't O level material caused a major public row which failed to answer the crucial questions: how will the sleving be done and what will happen to the children who drop through the holes.

Ministry officials admit that they don't know. Dr Mutumbuka himself explains that it is simply a question of holding back the poorest performers in the primary school leaving exam, "who have no comprehension skills", for a year for remedial work. But primary schools don't have the staff or space for remedial groups, and at least one regional director fears that this could only postpone the inevitable crisis for a year.

The obvious answer of giving some children a more vocational diet is attractive to Mutumbuka but impractical. It costs eight times as much to resource a technical curriculum, even if they had the trained teachers. More cynically, the parental demand for O levels doesn't yet recognize that they don't always lead to jobs.

Accepting that the public is not ready for an alternative to O levels, Mutumbuka has plumped instead for changing the nature of the exams themselves. Long-term the aim is to localize exams altogether by phasing out the Cambridge Local Board, except in an advisory capacity, but meanwhile the Board is proving extremely cooperative with the Zimbabwe curriculum development unit.

"They know which side their economy is buttered," comments Ms Fay Chung, the youthfully serene Chinese Zimbabwean who heads the curriculum unit, and who has been one of the most influential members of the Mutumbuka's kitchen cabinet since they created policy together in exile in the Mozambique guerrilla camps.

Ms Chung has rather more brains and clout than most senior ministry officials — one or two of whom got their posts on the old tribe network, and has a central role to play. As well as developing new exams, she is the guardian of the socialist content in the curriculum materials that her unit pours out, she was the moving spirit behind the crash teacher training pro-

gramme. Zintec, and has thrown her weight behind the cheap and simple science kits developed in collaboration with the university to help unqualified teachers take science up to O level (the Zim Sci programme).

Like other leading educationists bright enough to win their own qualifications through mission schools and foreign universities, she acknowledges the folly of pushing all children through the O level grind, which at present they can only "tinker with". What this means in practice is creating two level courses with a practical element which can serve two clientele — providing a common core for all children, extended for those with university potential.

"Following a British curriculum is like trying to grow something in the wrong climate," she observes. "The curriculum must respond to industrial needs and societal demands here, not in England."

For the last three years her unit has been working over the very academic Cambridge science syllabus and have broken new ground by checking with local industry the processes and contents needed — most of which had never been found in a textbook before — as well as adding community components like preventive medicine and agricultural science.

As Zimbabwe's main industry, agriculture O levels was not to be "just theoretical gardening" but one of the "first subjects for the two-level treatment: scientific concepts relating to fertilizers, irrigation and conservation on the one hand; practical experience on the other of self-help methods which any pupil can take back to subsistence level smallholdings."

The latest of the Cambridge O levels revamped to suit Zimbabwe is English. Although there is enormous reluctance to drop Jane Austen or Shakespeare, room is to be found for more African and world literature, if Cambridge approve.

But however universal the Shakespearean messages which Zimbabwe children diligently seek out in their hand-built village schools, inadequate command of English often means that they become skilled at skating over the surface without ever getting to the heart of understanding.

Two factors are at work here. Many teachers speak English imperfectly, so that by the time it is superimposed on a six-year-old's Shona or Ndebele it becomes third or fourth-hand English. So efficient is O level drilling that it is possible to get through all the hurdles to Zimbabwe university before the lack of thorough understanding becomes a handicap.

The Communications Studies Centre there now has to put 50 per cent of students through extra seminars to beef up their command of English to cope with academic study demands. It is not just creative use of English that is sacrificed to rote learning, but any stimulation towards independent thinking. Sitting in disciplined rows in the classroom, their homework marked correct, the students can feed back the answers programmed in, but are often bewildered by an unexpected question.

Fay Chung accepts that "we inherited a system where you could pass exams without thinking too much" and has her own anxieties about its efficiency. Soon after she started teaching in a backward school in 1964, she gave a Schenel reading test to a 17-year-old O level student and found that he had a reading age of eight. She knew that he was culturally unimpaired to the exam, and also that she had the teaching techniques to get him through (she did).



Presentation of British books at Sandringham secondary. A Methodist boarding school outside Harare, which selects pupils from all over Zimbabwe.

One of the most dramatic consequences of the country's shortage of foreign currency is the ban on buying books from abroad. There is a passionate hunger for books everywhere from the university, where 99 per cent of books and periodicals need to come from overseas (especially Britain), to public libraries in the Bulawayo western suburbs, where children queue every day to borrow tattered copies of *Enid Blyton*, while their older brothers and sisters pack in to study for their O levels.

The books for Sandringham — and many another empty shelf — came courtesy of the British Council, which has developed an influence out of all proportion to its size and budget on the spot.

Financed 80 per cent by the Overseas Development Agency and 20 per cent by the Foreign Office, the British Council office in Harare was set up at independence in 1980 under the energetic leadership of one of the Council's liveliest officers, Colin Forchard.

change teacher styles and stimulate independent thought 20 years on, Ms Chung has to admit that the teachers are not yet ready for it. But what is altogether more surprising is to hear the educational queen-bee of Zanu P. F. blandly extolling the pre-eminence of parental choice, and the historical case for selection and streaming.

"It is the black schools which always creamed," she explains, "when only 4 per cent of blacks used to go to secondaries. Pre-independence white schools were not creamed, because it was assumed that they were all good schools."

Now the old black schools still cream and select their pick of applicants and the black parents still prefer them to that reason, while the former white schools pick up the discarded and a falling reputation, that some country needs better jobs to go back and retrain, while raising families of their own.

No more Zintec students are being taken on until the first four years have been evaluated, but the conventional colleges are already having their courses "Zintecized", with more practical experience.

Meanwhile, the bulging secondary population starts to move on to A levels, with entry to heavily designated sixth-form centres automatically controlled by an UCCA-like system, which sometimes means that the brightest and poorest are left out.

The disused, downtown Portuguese restaurant he converted as an HQ is now a conspicuous British mews for eager thrusters after knowledge. Every day there is an early morning queue outside of correspondence course students for the 150 places in the basement library. In the main library upstairs there are 5,000 members, 300 a day to read the newspapers, and many and polytechnic students grow up with the managers and professionals as their target group.

The book presentation programme provided a welcome £100,000 worth of books last year to schools, colleges and other libraries, and the Council's assistance with the development of English language teaching has been particularly valuable, as has help with the localization of exams and the strategic arrangement of exchange visits to boost manpower development.

One of the most fruitful links has been with the College of St Mark and St John in Plymouth, whose principal John Anderson has been out twice with Devon county adviser John Butt to help develop an inspection network in the region; another has been a reverse trip to look at computers in Croydon.

performance with distance learning, with short college-based courses for topping and tailing, and holiday and weekend courses at district level.

The first 16 weeks are spent at college picking up basic survival skills, which are undoubtedly needed when students are then plunged into the classroom out in the rural bush, where community contribution is monitored as well as teaching skills.

It is a tough life fitting the module of the correspondence course, but that sort of schedule, especially being in a mud hut with no electricity, but Zintec is attractive because there are salaries while you train. Meeting some of the dedicated students packed 50 into a class for the college-based theory courses it is also clear that many there because they believe their country needs better jobs to go back and retrain, while raising families of their own.

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## SCHOOL TO WORK

## £30 grant to put schools in business

An offer to subsidize the establishment of trading activities by pupils is to be announced by the Government next week.

Every secondary and middle school in England and Wales will be able to get a grant of £30 next year towards the cost of setting up a money-making business.

About a third of the country's schools currently operate or have had experience of running pupil enterprises as a way of introducing youngsters to the practicalities of industrial and commercial management.

The grant offer, a one-off, is part of Industry Year, the heavily-promoted drive to increase industry learning and links throughout education which has the creation of mini-enterprises in all schools as one of its objectives.

The money for the scheme comes, not from the Government, but from the National Westminster Bank and is expected to amount to £150,000. But the scheme will be announced on Monday by Mr Leon Brittan, the Trade and Industry Secretary, as part of a wider Government project to encourage school enterprises.

Mr Brittan's department is appointing a countrywide network of co-ordinators to advise schools on how to set up enterprises, and the department's educational liaison unit, which already actively promotes school industry links, will provide back-up material. The Society of Education Officers is strongly backing the initiative.

Schools will be able to collect their grant with the minimum of formality from their local Natwest branch: in addition the bank will offer 5 per cent loans to provide working capital for the enterprises, and free financial advice.

Because Industry Year is the calendar year 1986 and not the educational year (an arrangement which has not escaped criticism from some of the educators involved) the grants will be available from January.

A Natwest spokesman refused this week to discuss the reasons for the bank's generosity. "We can't say anything in advance of Mr Brittan's press conference," he explained.

Closely-involved in the drive will be Young Enterprise, the charity which has for many years been promoting the setting up of mock private enterprise companies in schools, and the School Curriculum Industry Project (SCIP), which says that trading enterprises exist in most of the 600 schools with which it works.

Despite the big contribution from the bank, the Department of Trade and Industry is being careful to avoid associating the new scheme with the promotion of private enterprise. Its name, "mini-enterprises in schools project", has been carefully chosen to cover all forms of trading activity, and in particular co-operatives.

The department's advisers are well aware of sensitivity on this score among many teachers, now exacerbated by the Education Secretary's plan to persuade them to teach all pupils a market view of economics, which has been denounced by the unions as a recipe for ideological indoctrination.

Mr Jack Peffers, SCIP's director, says that most SCIP schools set up co-ops rather than companies. "Both pupils and teachers seem to place a lot of value on the learning which comes from sharing the decisions and the work, as well as the returns, and are not attracted by the hierarchical model of the company," he explained.

And Mr David Trippier, the junior minister formerly responsible for the DTI's education activities, told *The TES* recently that he was as eager to promote co-operatives as any other kind of small enterprise, particularly since their failure rate appeared to be a great deal lower than that of other new businesses.



Pedagogic and pecuniary objectives triumphed over hospitality at a big London conference last week, and VIPs attending a seminar found themselves paying for their interval drinks. They bought them from an impromptu wine bar set up by North Westminster Community School's mini-cooperative (above) which, at a generous 60p a glass, reckoned it was making 100 per cent profit over the cost.

The proceeds, alongside the money made from a range of non-alcoholic products they sell to their fellow-pupils and the staff, will help pay for a trip to an international conference centre in Germany this winter. But the members of the coop, all first year sixth-formers, are quick to point out that it isn't just the money they are after.

The coop can claim to be a miniature multinational with Chinese, Bangladeshi, an Iranian, a Filipino, and a Kenyan among its eight members.

Chairman Everton Davis says that they find no problem in making decisions together and sharing out the work and the responsibility. "We don't want to elect directors to tell us what to do," he says. "This school is all about thinking for yourself and learning to cooperate, not bossing people or being bossed."

The cooperative takes the training of its members seriously. One of the two Bangladeshis arrived in Britain only a few weeks ago, and his fellow co-operators are helping him to learn practical English.

Ms Chris Ireland, one of the careers teachers working with the coop, says that there is very little interest among pupils in setting up conventional companies. "They are highly sceptical of hierarchies," she says.

The coop is being used for practical studies in English and maths, as well as business practice, and to prepare all its members to take an RSA award.

## CBI spotlight on education

The big meeting on the eve of the CBI annual conference next weekend will be on education. It is the first time the CBI has highlighted the subject in this way.

Sir Keith Joseph will be on the panel facing questions from the industrialists. The other members of the panel will be Lady Warnock, Mr Clive Jenkins, former TUC education committee chairman, and Mr John Pardoe, the Liberal ex-MP who heads Sight and Sound, the office training agency. CBI officials expect the discussion, which is intended to consider whether education is giving industry "what it deserves" to be lively.

The officials say they have invited Mr Jenkins as a sparring partner to Sir Keith after listening to their repeated clashes at the monthly meetings of the National Economic Development Council.

"We think that a wider audience will very much enjoy hearing them fight it out," they say. The two resolutions selected for the education debate during the conference proper call for an end to cuts in higher education and full backing for the two-year Youth Training Scheme. Other education resolutions take their chance in a ballot to decide which will be given time.

They include a demand that school and governing bodies should be made up — exclusively, it would appear from the wording — of parents and industry representatives; and a call for the University Grants Committee to "back winners, not losers" even if it means closing down faculties and departments.

Edited by Mark Jackson

## NEWS

## Police apologize over 'crime table'

by Geraldine Hackett

Police in Sheffield have apologized to education officials and councillors for producing a "crime league" of the city's 16 comprehensive schools.

The analysis was intended to be used to assist police and schools to agree a strategy aimed at preventing youngsters getting involved in crime, but instead it is being used by parents fighting the authority's plans to close and merge schools.

The survey lists the number of crimes in each school in 1983. The figures reflect the usual pattern of the highest crime rate in areas of highest deprivation, unemployment and bad housing. Education officials have been incensed by the figures, saying they present a misleading link between crime and specific schools.

Parents have produced the list as part of their opposition to the merger of Ashleigh School, which comes seventh in the "league", with the two schools at the top of the "league", Hurfield and Norfolk.

In a statement issued on Monday, South Yorkshire's deputy chief constable, Mr Peter Hayes, said the police regretted the publication of the report and the way it had been made public.

There was no evidence of a link between schools and crime and he regretted the "misleading conclusions" that had been drawn from the report, he said.

The number of crimes by pupils is given, and while the crimes are not detailed, the report does say more than half the "crimes" resulted in verbal warning being given.

At the 1,650-pupil Hurfield School 75 teenagers were involved in crime in 1983, just over seven per cent of the school register. At the other end of the scale is Silverdale, set in a catchment area of expensive homes, where just two pupils were booked.

The report was discussed with school heads last June but its contents reached parents at Ashleigh. The education authority was not consulted before it was drawn up.

A 13-year-old boy was kept in custody for 55 hours without being allowed to see his parents or solicitors.

A 15-year-old boy was denied access to solicitors and parents for the best part of a day after his arrest.

A police spokesman said that it was impossible to comment on particular cases but that any complaint would be investigated thoroughly.

## AUT GETS RESEARCHERS A BETTER DEAL

### Association of University Teachers

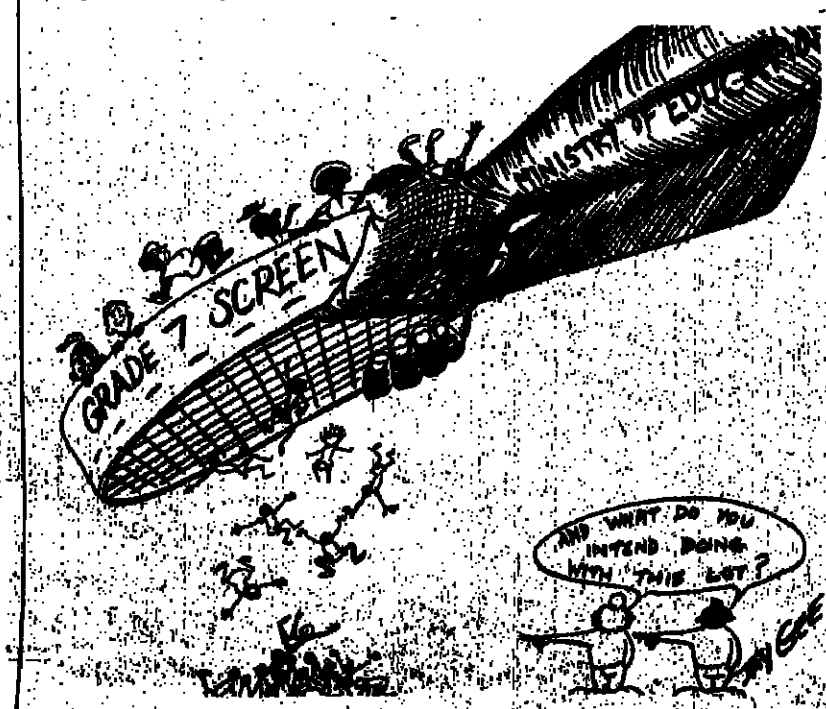
Membership of the Association is open to all university staff on academic and related scales — including contract research staff.

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## OVERSEAS

# Union derides vouchers idea as a cruel hoax

## UNITED STATES

**Bill Norris on reaction to the Education Secretary's latest proposal.**

The National Education Association, the largest teaching union in the United States, has launched an attack on the idea of education vouchers, a pet project of the Education Secretary Mr William Bennett. Vouchers, claims the NEA, are "nothing but a disguise to shift focus away from the nation's most critical education issue: the lack of adequate funding."

Appearing before a recent Senate sub-committee Ms Roxanne Bradshaw, secretary and treasurer of the union, called the voucher proposal, "false advertising in the name of educational reform." For all the rhetoric in which they are cloaked, vouchers are a cruel hoax on America's schoolchildren and their parents.

The NEA, she said, was unalterably opposed to any plan, whether it be through vouchers or tuition tax credits, which would transfer public money to private schools. "We believe that in the long run such plans are bad public

policy, bad education policy and bad economic policy. They can only serve to harm our public schools and the children they teach."

The Education Department has not revealed its detailed proposals for a voucher scheme. But Mr Bennett has said that he intends to have a Bill ready for submission to Congress this month.

During the Senate hearing, aimed at exploring ways to increase parental choices in educating their children, Mr Chester Finn, the department's assistant secretary for educational research and improvement, said the initial plan would provide vouchers worth about \$600 to the parents of disabled children. The voucher could be redeemed for remedial instruction at the public, parochial or private school of their choice.

Ms Bradshaw retorted that vouchers would lead to segregation of children along racial and economic lines, undermine public support and funding of education, violate the principle of separation of church and state, and create an administrative nightmare for school districts.

"There is also the important question of whether private schools would or could take the most economically disadvantaged children in this society.

Proponents of vouchers seem to ignore many private schools' past practice of limiting minority student enrolment and their inability to service those with special needs. They are quick to volunteer disadvantaged youngsters for experiments that more at risk than they already are."

Not so, said Mr Finn, claiming that the voucher system would promote social justice, stimulate competition among schools and strengthen the role of parents in determining the direction of their children's education. "We will never have all the research we need to have, but existing studies conclude that performance will improve, particularly among low-income and minority youngsters," he said. He did not name the studies.

The bulk of the testimony at the hearing seemed to be in favour of the voucher proposal, or at least in favour of some method of expanding parental choice of school.

Mr Robert Woodson, president of the National Centre for Neighbourhood Enterprise, told the senators that many low-income black families saw vouchers as a viable option to remove their children from violent, inferior and overcrowded inner city public schools.



Over-crowding in Mexico City contributed to the earthquake death toll.

## Upheaval after the earthquake

## MEXICO

**Charles Posner on Mexico's urgent need to boost rural schooling.**

The recent earthquakes not only devastated schools and took the lives of many pupils and teachers, but left behind a severely dislocated education service in the vast sprawl of Mexico City and other urban areas.

They also underlined with brutal force why current education priorities in the country stress the need to develop rural resources and small productive urban centres.

If such policies had begun to bite when the earthquakes struck, there might just have been fewer people in the capital, the world's largest city, and thus a lesser catastrophe.

Most Mexicans continue to see education as a source of potential liberation from poverty and also, perhaps more importantly, from economic and social dependency.

The country's Ministry of Education - *Secretaría de Educación Pública* (SEP) - was consciously, and in some ways uniquely, designed to be an agency which would encourage more equitable distribution of social and economic resources in the country.

Despite many policy changes, particularly economic ones, these aims have remained, and Mexican education has never lost its crusading spirit.

But the demands of a booming population led to an uncontrolled growth in educational provision.

The population has increased four-fold in 40 years, and half the population is under 15.

The country has managed to provide primary education for all, to set up 1,500 teacher training centres, and to enrol a million young people in higher education.

But quality has suffered at the hands of quantity, as the National Development Plan, published at the end of 1983, and covering the period to 1988, made clear.

Fifty-five per cent of pupils fail to finish primary school, and the curriculum often seems irrelevant to local community needs. There is a high rate of failure among those who attend secondary school, and programmes for teacher training are often poor.

At the same time, higher education institutions have expanded their intake so rapidly that they are often poorly administered, with incomprehensible overlapping programmes and little research. The planners also felt they were drifting even further away from concern with pressing social needs.

To try to restore education's traditional catalytic role, three priorities were identified by the then Education Minister, Jesús Reyes Heróles, who died in May, adding up to what is termed an educational "revolution".

These were:

- to improve the quality of education services, and relate them more closely to social and economic needs;
- to rationalize existing resources by cutting out overlapping functions between government institutions, and promoting educational programmes and community participation. Higher education institutions were also urged to encourage to participate in the work and development;
- to decentralize education, making to the 31 states, to make both administration and curriculum relevant to local needs, and to set up regional research centres.

Behind all these measures was the idea that growing community involvement, absent from Mexican schools since the early 1930s, could provide the impetus to solve the growing imbalances in the social and economic structure.

Despite budget restraints and a good deal of administrative inertia, Mexico began to edge towards programmes which emphasized local development, and tapped the resources of rural communities.

Research and innovation were strongly encouraged in rural areas, which still account for 40 per cent of the population, and suffer from chronic underemployment and under-utilization of resources.

Keyes Heróles and his team reasoned that rural growth had to come through greater reliance on small-scale agricultural and industrial production, and that education needed to be more in tune with the form of knowledge transmission characteristic of small-scale peasant production.

Local research teams were set up, including researchers, teachers and pupils - to find ways of making rural education more suitable to the needs of the community.

There was ferocious resistance to this programme, especially from the universities which saw their traditional research role threatened and which tended to depreciate the innovative programmes of those universities.

Research centres which tried to relate their research and training programmes more closely to community needs were more likely to be attacked.

They claimed that any attempt to weaken traditional forms of higher education would lead to a fall in standards and the non-acceptance of Mexican educational qualifications in the world educational market.

Despite this, educational research centres have been set up in all 31 states, and many are pioneering new kinds of rural schooling, for example, involving peasant organizations in the design of the curriculum.

The gamble behind these policies is that education could be used to modify the chronic social and economic imbalances that have plagued Mexico and led, among other things, to the "urban sprawl" that is Mexico City today.

Hilary Wilce talks to Professor Kazim Bacchus about the gap between needs and wishes in the developing world.

## How education may harm the Third World

There was a time, Professor Kazim Bacchus says, when education was viewed as a universal good thing.

If you gave it to any developing country, in any shape or form, it could only bring benefits.

Those days are past. Education, it is becoming increasingly clear, can bring bad as well as good. It can make the rich richer and the poor poorer; it can raise expectations which are impossible to fulfil; and it can divert scarce resources into quite inappropriate channels.

Professor Bacchus, who has recently arrived at London University's Institute of Education to take up a year's post as visiting professor of education in developing countries, offers a number of salutary tales.

For example, there was the Caribbean country where the World Bank and other aid agencies descended to examine local educational needs. They noted that the local carpenters were unable to read blueprints, and embarked on devising and funding an elaborate technical education system.

Special institutions were built, and four-year programmes established. Carpenters, emerging from this training, found blueprints no problem at all.

But later, when local employment figures were examined, these skilled craftsmen were found to form the second largest group of unemployed.

"You see, in the past they may have been happy to build a house for perhaps a hundred dollars and a bag of rice," Dr Bacchus says. "But now they had skills, respectable qualifications. They wanted jobs in the highly-paid modern sector. But that section of the economy was at a standstill. There was no work."

At 54, Dr Bacchus is a senior and respected figure in the world of education and development. He comes to London on a year's leave of absence from his position at the University of Alberta where he heads the Centre for International Education and Development.

He has degrees from London and California and teaching experience in both Britain and his own country, Guyana. In Guyana, he also headed the planning unit of the Education Ministry.

His work, in the Caribbean and the South Pacific, has concentrated on the relationship between education and the development process.

Too many educationists, he feels, are "essentially, school people" not



Kazim Bacchus: boost

looking beyond that to the wider links between education and economic development.

How a country chooses to develop - whether by boosting the urban, export-orientated sector, or by focusing on rural development - will obviously influence the kind of skills and learning needed. Conversely, the kind of education on offer obviously will affect the trend of development.

Dr Bacchus feels educationists have often been working blind. For instance, he says, it is known that a certain level of schooling boosts production. "What we don't know is how on earth this happens. Is it because of boosted sales? Because of the network of relationships developed in schools? Or because those who have a certain amount of education are a self-selected group anyway? Unless we understand what is really happening we will be shooting in the dark."

Far too much educational development is geared to inappropriate Western standards and constraints, he feels. He cites medical training in the West Indies which turns out doctors trained to the highest British standards, but not the all-round community physicians so desperately needed by small, isolated countries and communities; and West African motor mechanics, trained on the Western, parts-cheap, labour-expensive model to throw away expensive imported components when they become faulty, rather than to patch and mend, and fabricate local replacements.

"But you cannot only blame the First World for this. The Third World has its own very strong ideas about the desirability of what goes on in the city, the developed world."

Dr Bacchus, who has already tried to make the change to an unbroken week but has encountered stiff opposition. "Consultation is now taking place with doctors and discussion must continue. But it is not only the school week which needs reorganizing - the whole school day needs to be better planned, too", he said.

French schoolchildren are subjected to interminably long days throughout both the primary and secondary schools (often starting in nursery school if their parents work).

They are on holiday for 150 days of the year which means that school is crammed into the remaining 175, with 27 hours of lessons a week in primary

"If you have a democratic system, then you must respond to the needs of the people. And unless you can create the kind of reward system that convinces people that other kinds of education actually raise their living standards, then you are going to have a continual clamour for the kinds of qualifications that mirror what goes on in the West."

Although leaders trained in the ideas and standards of the West also have prejudices and preferences, he says, pointing as an example to the degree-bedecked ministers of the fledgling Zimbabwe, who are now trying to dig themselves out of the deep hole that their "O levels-for-all" promise at independence has got them into.

Yet countries simply cannot afford to continue to increase the gap between masses and elites, he says. They must raise the living standard of the masses, this must mean basic primary education, for everyone - the educational investment which, many studies now show, gives by far the best rate of return.

And "everyone" must include women who have an essential role in farming the land, marketing crops, handling family nutrition, health, sanitation and water supplies... "a very, very important role to play in development."

But this simple wisdom is not always widely accepted. Once, he says, he was teaching a group of Tanzanian students. One day he got them to list the reasons why they felt the colonial powers had barred Africans from education. The next day they gave their reasons why they felt education was inappropriate for the women of their country - the lists were identical.

Seeing England with a fresh eye, he notes a lingering imperialism. "There is this feeling here that, 'I've got the expertise, here it is, I'm bringing it to you', whereas Canadians seem more willing to cooperate with, not just work for the Third World."

Development education is vital, he says, if children are to understand how the First and Third Worlds are irrevocably entwined, but he remains much less pre-occupied than other Commonwealth educationists about the decline in student flows between member states. "It doesn't matter very much, except perhaps for cultural understanding. And if it means that more students start researching their own problems, in their own universities, in their own countries, then that can only be a benefit."

## High marks for sports

Pupils with an active interest in sport do better at school than their less sporting colleagues. This is the claim made in a study of 700 15 and 16-year-olds, in the ninth form of comprehensive schools in Uppsala, Sweden.

While the average mark, out of five, gained by those who trained regularly at a sports club was 3.9, the inactive managed only 3.0. The leader of the research project, Dr Rolf Jonsson, of Uppsala University, said this finding should comfort parents who were worried that their children neglected homework for sport.

Dr Jonsson has discovered clear differences between girls and boys. Seventy per cent of a group that put great competitive effort into both their school and sporting activities were male. Female, however, dominated another group which, while conscientious at school, saw sport not as a means to enhance self-awareness and achieve success, but as an arena for meeting friends and for taking physical exercise. Only 10 per cent of young sports enthusiasts viewed sport as compensation for a poor academic performance.

The gamble behind these policies is that education could be used to modify the chronic social and economic imbalances that have plagued Mexico and led, among other things, to the "urban sprawl" that is Mexico City today.

## Le weekend gains favour

Dissatisfied with their own school timetables, English and French educationists are looking across the Channel for ideas on how to improve them.

While the English are discussing the merits of what is often misleadingly called the Continental system, the French are seriously considering adopting *la semaine à l'Anglaise* - primary schools. To them this means working through the week without the traditional one-day break (now Wednesdays), leaving Saturday morning free.

M. Jean-Pierre Chevènement, the Education Minister, has already tried to make the change to an unbroken week but has encountered stiff opposition. "Consultation is now taking place with doctors and discussion must continue. But it is not only the school week which needs reorganizing - the whole school day needs to be better planned, too", he said.

French schoolchildren are subjected to interminably long days throughout both the primary and secondary schools (often starting in nursery school if their parents work).

They are on holiday for 150 days of the year which means that school is crammed into the remaining 175, with 27 hours of lessons a week in primary

Five of these hours are supposed to be devoted to physical activity of one kind or another. Upper secondary pupils may even work through their lunch hour once or twice a week. M. Robert Debré denounced this "abuse of schoolchildren" when he was prime minister in 1962.

Together with M. Alain Calmat, junior minister for youth and sport, M. Chevènement sent a circular to primary schools last December encouraging them to do more sport, particularly after 3.30pm. Several primary schools are experimenting this year. M. Calmat hopes that secondary schools will follow suit if the experiment is a success.

Some primary schools are also experimenting with Wednesday as a full school day and no Saturday lessons. Opinion polls indicate that less than a third of teachers favour *la semaine à l'Anglaise*. The fiercest opponents are among the Catholic hierarchy of private schools. Many of their pupils attend catechism class on Wednesday morning and parents might not feel the same need to send their children on a Saturday morning.

They are on holiday for 150 days of the year which means that school is crammed into the remaining 175, with 27 hours of lessons a week in primary

French schoolchildren are subjected to interminably long days throughout both the primary and secondary schools (often starting in nursery school if their parents work).

They are on holiday for 150 days of the year which means that school is crammed into the remaining 175, with 27 hours of lessons a week in primary

Mary Follain

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## Cultural ties aim at victims of apartheid

The British Government has clarified its stance on cultural ties with South Africa, following the signing by Britain of a European Community agreement limiting sanctions against apartheid.

This agreement pledges countries to discourage scientific and cultural links, except where they actively work against apartheid, or have nothing to do with apartheid.

It also requires signatories to "examine the possibility of increasing social and educational assistance to the non-white population and political refugees."

Mr Malcolm Rifkind, Minister of State at the Foreign and Commonwealth Office, defended British Council activities in South Africa, pointing out, "The main activity... is a programme of exchanges, which gives particular emphasis to the education and development of those serving the disadvantaged communities."

"Through contact with British counterparts, members of the black, coloured and Indian communities can improve their professional skills and increase their range of experience."

"The Council does not offer programmes of assistance in the so-called independent homelands of South Africa. It does not seek contact with the South African government or its agents, preferring to deal directly with the disadvantaged communities themselves," he said.

Mr Rifkind's comments were made in a written statement to the *EPL Gazette*.

● Sir John Burgh will continue as director-general of the British Council until July 1987. His term of office was due to end next month.

● The British Council is extending its activities in Asia with a £500,000 contract to provide technical training consultancy courses to China's oldest oil field, at Karamay, in the north-western deserts of Sinkiang. It is also opening a new representation in the state of Shanghai.

More than half the costs of the new representation are to be met by sponsorship from Shell International, the Hong Kong and Shanghai Bank, and the Centre for British Teachers, an educational charity based in London.

This is the first time a British Council office has been established with the help of private funds.

Hilary Wilce



## LETTERS

# Provision, not politics, worry in the 'sticks'

Sir - I found myself in considerable sympathy with the thesis of Paul Johnson's article about depoliticizing the education system. At first sight it's a very attractive idea.

However, Paul Johnson seems to me to be falling into a common and increasing fallacy which is bedevilling the public view of the state secondary system: what might be called the "Metropolitan Heresy". By this I mean that the people who tend to write articles for the press, work for the other media, and form public opinion, generally live in and around London and draw their conclusions about the state of education from the peculiar and undoubtedly great problems which schools face in London.

In fact, we in the "sticks" do not find that parents regard the quality of education "inferior", "discipline poor", "violence endemic", and so on.

Most of England, I suspect, would not recognize the horrific descriptions of state secondary schools that are commonly supplied by journalists, and which have done so much to form the popular misconceptions, that are commonly belied by the individual experiences of individual parents.

It is, I suspect, true to say that in the shires, most parents are generally satisfied (usually, indeed, pleased) with the atmosphere and ethos of their children's schools. They are, however, indignant about the scandalous shortcomings of provision which, as everyone knows, are depriving and hindering the education of our children. Would taking the politics out of education help to improve these?

BRIAN TYLER  
Kingswood School  
Corby, Northants

## Hi-tec history

Sir - I am a history graduate embarking on a university-based PGCE course and must say that I have been shocked by the attitude to "all things new and hi-tec" of the teachers in my practice school. I refer, of course, to the invasion of the BBC Micro and other members of the silicon chip army into the curriculum of nearly all subjects, not least that of history. Notwithstanding the high cost of the machines and their additional complement of VDU's, disk drives and printers, I fail to see what earthly use they can be in the study of history.

The programmes I was shown by the proud staff of my practice school were extremely primitive and involved either asking and answering simple questions or playing puerile games. When history teachers are striving to release their subject from the image which 1066 and all that created for it, and introduce more discussion of sources and historical debate into the classroom, the presence of a computer seems an unnecessary distraction.

And are we not forgetting that by writing on a blackboard, the teacher can get across to 30 plus pupils, whereas on a VDU screen he can only really involve one or two pupils in the lesson? With the education cuts now in



full swing, isn't it about time that the heads of non-computer-science-orientated departments refused to be blinded by science and realize that books are in very short supply. Before they ask themselves whether the cost of a microcomputer justifies the fact that it can only be used by one pupil at a time and that they could provide a whole class with new books at a fraction of the cost.

PETER J AGNEW  
288 Ashley Down Road  
Horfield, Bristol

## Uninitiated

Sir - In your recent Mathematics Extra (TES, October 11) I enjoyed the piece by Peter Cowie describing a mathematical investigation. My wife, who insists on my chagrin on adopting the traditional British "I can't do any mathematics to save my life" stereotype, read the piece with some interest until she came to the sentence containing the words "Vector Theory" (author's capitals) when her eyes glazed over.

This really annoyed me, particularly since the sentence containing the capitalized words could have been omitted without altering the sense of the piece. This, in the same set of articles as one by Douglas Quaidling containing a warning about the dangers of injudicious use of technical language.

It may seem that I am making a petty criticism of an otherwise excellent article, and the criticism is only valid if one accepts the assumption that the piece is essentially aimed at a non-specialist audience (it is too simplistic to be intended for mathematics specialists). However, it is a good example of an important common source of reinforcement of negative attitudes to mathematics. I would describe it as mathematical "abandonism" because of the main symptom - an overwhelming need to demonstrate personal possession of arcane knowledge.

JORI KOWZUN  
Head of Mathematics  
Luton Sixth Form College,  
Bedfordshire

## Unsound selection

Sir - Is Mr Naylor really suggesting the return of the 11-plus exam? The parents of Solihull clearly resisted this and for the very good reason that the selection system is unfair and worse, unsound. The grammar schools pre-1965 which selected the top 20 per cent should have achieved a 100 per cent O level pass rate. Why didn't they?

The DES figures Mr Naylor uses along with all "data currently available on a national basis for comparing schools and i.e.s are not adequate for the purposes they are being asked to carry" (TES, July 26). Mr Naylor would appear to be building a massive edifice on very slender foundations.

The fact is that more than 90 per cent of our secondary-aged children are now attending comprehensive schools. The energies of Mr Naylor would be better spent in helping an organization such as the Centre for the Study of Comprehensive Schools (CSCS) in the task of improving the schools we have got. There is no evidence whatsoever that the overall standards in schools are deteriorating. What CSCS sets out to achieve however is a much-needed improvement by means of constructive research into and exchange of interesting practice in comprehensive schools.

CHRIS SPIVEY  
Director  
Centre for the Study of  
Comprehensive Schools  
University of York

## Castaways

Sir - Bill Tagg's article *Desert Island Disks* (TES, October 25) presented, as I would have expected, some interesting ideas about educational software. The article suggested that a small number of powerful, versatile, expensive programs was more useful than a large amount of content-specific software. I agree with this entirely.

The article made use of the device of wrecking the contributor on a desert island and asking him which disks he would choose to have with him. This device was first used in *Micromath*, a new journal for mathematics teachers interested in using computers, which is published three times a year jointly by the Association of Teachers of Mathematics and Basil Blackwell. *Micromath*'s first castaway was John Higgs of the Mathematical Association. In the next issue, due out in December, Ross Foot, a primary teacher from Plymouth with considerable experience of using micros with young children, will meet with a similar fate. We hope that Bill Tagg himself will be our castaway for the first issue next year.

DEREK BALL  
Editor  
*Micromath*

## Video nasties?

Sir - There is more than an element of the self-fulfilling prophecy in the research reported under the headline "Doctors concern on video 'nasties'" (TES, October 18). Earlier work from the self-styled "Parliamentary Group Video Enquiry" has been roundly discounted by Dr Brian Brown of the Television Research Unit at Oxford Polytechnic. He rightly points out that the research was based on the premise that "the corrupting influence of video nasties on children was irrefutable. It only needed demonstrating."

Further work which used the same questionnaire format but added the titles of non-existent videos showed equally "conclusively" that a sizeable proportion of under-10s had seen tapes that did not exist, and that an alarming number of children "had met a Martian in the last three weeks". Sociological sampling of the very young is notoriously inaccurate, yet it is presented by the PGVE as unqualified fact.

There are far more legitimate questions to be asked of horror films and videos. Should we accept the simple cause-and-effect model of reception on which Dr Hill's report is based? Mrs Whitehouse, with whom Dr Hill has been closely associated, can say on network television that pictures of social unrest in South Africa "fanned" social unrest in Handsworth, and called for the banning of such "violent" footage. Is this a reason to ban political reporting of oppression and liberation struggles from the air?

waves? Is Handsworth the same as South Africa? Had the people of Birmingham been mauling about thinking of nothing but what to have for tea when suddenly the six o'clock news transformed them into militant activists?

Clearly there is a far more complex relation between mass media and audiences than either the PGVE or Mrs Whitehouse care to explore. In their effort to protect the family as a social institution, for example, they fail to ask their sample of psychiatrists what proportion of mental illness is caused by family circumstances. They fail to investigate the reasons why children are fascinated by images and fear, guilt and anxiety. They have created a mythic innocent child whose purity is assailed by the modern world. And of all the qualities of modernity that most transfixed Dr Hill and his collaborators, to coin a phrase, horror, is anything that attacks of popular entertainment.

What then does a Society for Education in Film and Television suggest as an alternative approach. Not, I think, a libertarian refusal of censorship, but a local national democratic control of and access to the media. And in building for such a democratic future, education in media which starts from an understanding of how they interact with their audiences.

SEAN CURTIS  
National Organizer  
Society for Education in Film and Television  
10 Old Compton Street,  
London W1V 3PL

## Absent friends

Sir - There must be many a colleague who eyes enviously the people column in *The TES*, which deals with recent experiments, with thoughts of there but for the grace of God - or circumstance - go I. However, in these days of limited promotion prospects one wonders whether it might be more interesting and enlightening to introduce in addition a column headed "People - recent defections" so that your readers, high and low, can see the extent to which colleagues are leaving the profession.

Let me be the first to start this column (about which I am deadly serious). In my own school, a Surrey mixed comprehensive of 900 pupils, last term saw the loss of the head of sixth form and head of economics (Scale 4) to landscape gardening (the head of English (Scale 4) to take a break from teaching, and the head of boys' PE (Scale 2) to sell kitchens.

These were the colleagues who chose to leave the profession.

The column should not include details of the "nearly run", like the Scale 1 PE colleague who was dismissed from taking up Inhouring, or the colleague who took early retirement after 25 years of devoted service in the same school.

To those of us who work in schools it is obvious that teachers' morale has taken a serious knock in the past couple of years and, when a settlement is finally agreed, this problem will have to be faced squarely. Will it be too late? *The TES* could do a great service to education and the nation by encouraging schools to write in details of the facts concerning education's "brain drain".

ERIC SAMPSON  
Ewell High School  
Ruxley Lane  
West Ewell  
Surrey

## Tasting poetry

Sir - First, "HMI warns on poetry" (TES, September 27) and then Brian Cox (October 4) questions why teaching English Literature at O and A level should produce a distaste for poetry. Of course, this is nothing new, but it is timely that we should once again be reminded of our curious inadequacy. We have, as David Bellows reminds us in your sister paper *The Times Higher Education Supplement* (September 27), a big literature - "there is none bigger than English" - yet we fail to convey much sense of its power.

Why this is so requires more than a letter can suggest, but I would like to register my agreement with Brian Cox:

## Dunlop Test

Sir - In their article "One-eyed theory" (TES, August 9) Stan Newman and colleagues suggest that our hypothesis, outlined by Annette Gartland in her article "Half an eye" (TES, June 21), that many dyslexics' reading difficulties stem from their failure to develop stable vergence control, may be invalid. They used the same orthoptic test as us - the Dunlop Test - but found that almost as many normal readers as dyslexics of the same age, had unstable responses in the test. They suggest that because we knew in advance which children were reading retarded and which were normal readers this may have influenced our interpretation of the children's responses.

Newman et al did not refer either in their article or in their recent paper in the *British Journal of Ophthalmology*, to the results of our study of normal children first published in 1982 (*Dyslexia Review*, 5, 25). In this study, I, like Newman et al, examined a randomly selected sample of primary school children (759 in our case). We found fewer normal children (27 per cent) with unstable Dunlop Test responses than Newman's 57 per cent. Moreover, unlike Newman, we found that those with unstable responses were significantly worse readers than those with stable responses. In fact we obtained in 1982, from a very similar study, results which were almost opposite to those of Newman.

These differences can probably be ascribed to the deficiencies of the Dunlop Test. It relies on the subjective responses of young children in a complex perceptuomotor task; and the orthoptist administering it requires great experience both with the test itself and interpreting children's responses. We were not really happy, contrary to the claim in their article, with the protocol adopted by Newman et al which limited the discretion of the orthoptist to decide whether the child really understood the test or was merely guessing. We have recently discovered that recording dyslexic children's vergence eye movements is a much more objective and reliable way of investigating their ocular motor control (*J Physiol* in Press).

Newman et al also simply that we did not use a control group in any of our studies of the beneficial effects of monocular occlusion in dyslexic children with unstable vergence eye movements. This is simply untrue. In our very earliest reports we had 15 untreated control subjects who were followed for the same length of time as those who received occlusion and our recent study published in *The Lancet*

"We need new courses, new textbooks", and, yes, an emphasis on writing skills is vital. Meanwhile, for the "harassed classroom teacher" help is at hand: the Schools' Poetry Association. David Orme, the SPA's director, has been spearheading the movement towards verbal skill for the past three years. The SPA has dealt with innumerable queries, publishing teaching ideas, good contemporary poetry, children's work, and providing an outlet for the teachers. Those interested in poetry should contact David Orme at Twyford School, Twyford, Winchester.

JAMES SALE  
Associate Director  
Schools' Poetry Association

(July 13 1985) was a randomized, double blind, controlled trial which confirmed our earlier results.

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We have found in our studies that approximately one-third of dyslexic children do not have vergence control problems, and that occlusion sometimes actually hampers their reading. Vergence abnormalities are not the main problem for perhaps a further third of dyslexics, so that occlusion is often not helpful. Only in approximately one-third of dyslexics is deficient vergence control the main problem. These are the children whom occlusion seems to help.

If we lump together the results of occluding all three of these groups of children, which is what the US investigators did, we see no significant changes. But if we take only the group whose vergence control was deficient from occlusion then we see a highly significant improvement in their reading. When every dyslexic is occluded indiscriminately the harm to some outweighs the benefits accruing to the minority. It is important to be able to select correctly those whom occlusion may improve. Again we have recently shown that this task is made much easier by recording vergence eye movements.

Polemics aside, neither the Dunlop Test nor monocular occlusion is a panacea. What we have done is to produce a physiologically-based theory as to why some dyslexic children may have reading difficulties. The hypothesis leads to the possibility of practical help by means of properly designed and conducted investigations.

DR JOHN F STEIN  
University Physiology Laboratory  
Oxford

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or omit them.

## Physics in place

Sir - I must take issue with my Hertfordshire colleague, Robin Parker (TES, October 4) over several points in his letter concerning the place of physics in the modern comprehensive school.

First, he avers that the contention that physics has lost its place is absurd. I wonder if it ever had a place! In autumn 1984, the Attitudes to Science Working Group of the Secondary Science Curriculum Review in Hertfordshire undertook a survey of the number of boys and girls studying the major science subjects in the then fourth year.

Of the 96 maintained Hertfordshire schools, replies were received from 87, representing 6,091 boys and 6,386 girls. Of these, some 2,600 boys and 700 girls were studying physics as a separate subject. In the 71 maintained mixed schools, only 18 per cent of girls were studying physics.

Put it another way: in schools like Mr Parker's, the survey shows that 82 per cent of girls are not studying physics. Thus, I think it is fair to conclude that in most Hertfordshire schools, the study of physics as a separate subject is largely irrelevant to half the child population: the girls.

Secondly, Mr Parker states that current integrated science is a watered-down mixture of general science. Your readers may like to know that Mr Parker's school is participating in the Hertfordshire Integrated Science Project which uses the Nuffield Science 13 to 16 materials.

Thus, Mr Parker is well aware that integrated science is NOT watered-down anything but a balanced course containing the essential elements of biology, chemistry and physics. The criteria for the final grading (of the pupils) ensures that pupils carry out a broad-based study of science during the two years.

Thirdly, to talk of cutting pupils' science time to 20 per cent maximum of the timetable is a distortion of the truth. For the many pupils who, in the past, opted out of science at fourth form level, their involvement for 20 per cent of their timetable in an interesting, balanced course such as Nuffield Science 13 to 16, can only be hailed as an improvement. That this course contains topics that will be more relevant to our pupils in their lives, rather than to their teachers' lives, is also an improvement.

I feel Mr Parker's choice is best summed up by his advice of the Cortina ignition system as an example. The Cortina is an obsolete car that has not been manufactured for more than two years. The electronic ignition system and associated computer control of the car that his pupils are going to buy and use during their adult lives represents the same kind of leap forward as does Nuffield Science 13 to 16 over traditional physics courses.

DAVID FUTCHER  
Project Coordinator  
Hertfordshire Integrated Science Project  
The Astley Cooper School  
Fisher Way Site  
Hemel Hempstead

## Precise effects

Sir - Mr A B Daniel (Letters, October 4) rightly speaks of employers' savings in expenses, hirings and use of buildings, consequent upon teachers' union action. We should perhaps use less abstract terms. For "expenses" read "school caretakers' salaries"; every cancelled evening meeting represents loss of earnings.

Are our unions in touch with theirs?

MRS M TICEHURST  
Headteacher  
Roseberry School  
White Horse Drive  
Epsom

## Rights and duties

Sir - How much I agree with Patrick Nethercott (TES, October 4) when he suggests contractual rights in return for contractual duties. I would take his point much further and widen its scope.

I have been a teacher of history for 20 years. The requirements of new approaches and teaching styles over the years have greatly increased my preparation load.

The Schools' History Project (13-16) requires assignments, the prepara-

# Poundswick dispute needs more subtle explanations

Sir - I was amazed at Michael Sterne's simplistic account of relationships between pupils and teachers in Manchester comprehensives (TES, October 25). By citing a few examples of alleged unfairness to suspended children, he conceals far more than he reveals about the problems facing teaching staff in Manchester schools. Is he seriously suggesting that 60 teachers in one school have conspired against five innocent pupils?

The trouble with any outsider to classroom teaching is ignorance. By his own admission Mr Sterne has not been a classroom teacher for many years. As a teacher with nine years experience in Manchester schools, I see the Poundswick issue from a different perspective.



Polarized topic

Sir - I don't imagine that my reaction to Ms Cecile Wright's study of the *Educational and Vocational Experience of 15-18-year-old Young People of Ethnic Minority Groups* (TES, October 25) is exceptional. I have long been critical of anti-racism for its apparent monomania. It seems to ascribe to white racism every dissatisfaction felt by a non-caucasian in this country.

Having said that, I read your report of Ms Wright's study with the conviction that this was incontestable evidence of racism in education. Schools cannot honestly be blamed for Afro-Caribbean children. There may be other reasons for that. What Ms Wright shows is high attainment by black children followed by allocation to low stream examination classes.

This evidence, taken with that of prejudiced attitudes and racist remarks in staffrooms, must represent a demand for severe disciplinary action. Anyone who talks in class of sending a black boy "back to the chocolate factory" or passes comments on "coffee coloured half-breeds" should, after impartial judicial process, be out on his ear.

The trouble is that any discussion of these issues has been hopelessly polarized. To paraphrase Orwell, scratch an anti-racist and you find a bigot. Teachers have been afraid that if they pursue justice on behavioural problems they will be charged with racism. Only if this fear is removed by irrefragable disciplinary procedures can justice be done amongst pupils and teachers alike.

Nevertheless, Ms Wright has put down the chips for all of us. As an official of the Association of Christian Teachers I can say publicly where we stand. Ideology counts and Christian theology has nothing but condemnation for the practices revealed by this research.

RICHARD WILKINS  
General Secretary  
Association of Christian Teachers  
2 Romeland Hill  
St Albans

tion of which demand much detailed research. The material is often available only in distant archives or at inconvenient times. This research often involves much personal expenditure of time, energy and money.

Provocational courses in which I am now involved demand similar approaches. Many C.A.T. syllabuses for GCSE recommend similar schemes. For such courses to be successful at 16-plus level requires groundwork in the lower school. Similar developments are taking place in most other subject areas. They are encouraged and supported by the DES, HMI and

local authority advisers.

I am a keen supporter of the initiative, but feel they will fail if positive support is not given. This could be built into a contractual agreement whereby all teachers are given time during the school week for this research. This should be funded by providing full expenses and the provision of supply teachers. The scheme could be easily maintained and the whole service would benefit.

LAURIE DUNN  
140 Spenser Road  
Harris Bay  
Kent

## NYB consultation

Sir - Permit me in summary to identify the important qualifications which were omitted from your article (TES, October 25) on the National Youth Bureau's report on youth service expenditure (1978-85).

The report makes clear that: it is intended as an initial consultation exercise concerned with the scope and meaning of youth service expenditure on the youth service; the creation of a picture of expenditure on the youth service is difficult to achieve because there is a complete absence of any standard procedure by which the authorities themselves allocate and record expenditure on youth service provision;

## Sharp contrasts

Sir - Your Second Opinion piece, "NIG Threat to Territories" (TES, October 25) by Tony Robinson of Peterlee College contrasts sharply in understanding with the "First opinion" of your editorial, "A Consensus-Building at the MSC" (TES, September 13).

I sympathize with Mr Robinson in his aversion to acronyms like NIG. I am afraid, however, that Mr Robinson has not some of his facts wrong. For example, the implementation group was not "set up by MSC to manage its take-over of 25 per cent of non-advanced work-related further education". It was set up jointly by MSC and the local authority associations to advise on the implementation of the development plan arrangements which again were the product of a joint MSC/local authority association policy group. (The report of the policy group was published in May 1985).

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I find it hard to see how Mr Robinson can object to development plans including as part of their background "an assessment of the likely main structural changes in employment" as changes in employment on occupational sectors such as movements towards service industries (para 2.7 of

the handbook). What he says about the relationship between the service sector and other sectors is obviously true, but it is a fact that there has been a significant shift of employment and occupation towards the service sector and every indicator points to that continuing. I assume that Mr Robinson does not find "objectionable" the notion that work-related non-advanced further education provision should be directed towards helping young people gain the skills, knowledge and attitudes necessary for them to seek employment.

The reference to institutional changes is also misleading. Nothing in the handbook changes the existing basis on which further education provision is managed by local education authorities and colleges. The purpose of listing, for example, institutional changes, in i.e.s. programmes for work-related NAFE is, as the handbook makes clear, not in any sense to seek specific MSC approval. The handbook seeks only to develop the planning and management of a highly significant element of the education system and the MSC/local authority association agreement seeks only to encourage a movement that already exists and in many i.e.s. is well advanced.

KEVIN WHITE  
Head of NAFE unit  
Training Development Branch  
Manpower Services Commission  
Manpower  
Sheffield S1 4PQ.

## Happy accidents

Sir - I should like to comment on some of the views aired in David Bell's article "Managing Excellence" (TES, October 4). We are told first of all that missing lists of what should go on in a good primary school is misleading and then given a list which does exactly that. Then we are informed that nothing in a good primary school happens by accident.

Surely, however well we plan, there will be things that we did not plan yet we would not wish to exclude. Acci-

idents will always happen and some of them thankfully are fortuitous.

Lastly, I cannot accept that there "must be a complex system of rewards". Why must there? Why must it be complex? Many teachers would regard the intrinsic value of children's work as being far more important than external rewards. Indeed, this view could be considered central to good primary practice.

E E CAINES  
17 Rose Valley  
Brentwood  
Essex

## Centre to stay

Sir - I was most concerned to hear of a comment which was included in the BBC2 programme about the Southampton Boat Show on September 18 which implied that the Nelson Outdoor Education Centre was threatened with closure.

The comment arose from that part of the programme which was concerned with the outstanding success of a group of young people from Cheslake schools in the national competition to find the Young Yachperson of the Year.

It is quite clear to the members of the Cheslake Education Committee that there is no question of the Nelson centre being closed.

NEIL FITTON  
Director of Education, Cheslake  
County Hall  
Cheslake

## Why homework?

Sir - It has been traditional for many years in English education for children to be set homework. But why should it be necessary? Obviously there will be differing points of view from all parties concerned. Teachers would probably agree that homework must be given to examination pupils although the marking of homework causes them a great deal of extra work. Teachers are always conscious of pressure from parents who feel that if their children have lots of homework they must be doing well at school. From a child's point of view, homework is a waste of time.

In order to enable a teacher to start a new subject each lesson, they must be able to make any work not finished off in the lesson homework automatically, since children work at different speeds and it may be boring for people who have finished quickly to wait while others finish. Older pupils (14-18) probably need homework to complete the syllabus for exams.

But pupils go to school for approximately five hours a day. Surely they should not also need to take up their free time with school work. There are other ways of expanding your education apart from school work (television, literature, music, sport, play, radio and clubs). So academic work should only be part of a child's life. All the things mentioned are crucial to be able to develop your whole personality. You can learn a lot from school work, thoughts and ideas but they can only be put into practice in free time.

Pupils cannot learn enough about the real world from books. It's all very well to be able to sit down straight after school and do lots of homework, but you may get to a state eventually when you just believe what other people write or say.

Homework then is only necessary to be able to complete the work for exams and life should be filled with many different experiences.

TIMOTHY AFFLETON (Aged 12)  
Needham Market Middle School  
Suffolk

## Centre to stay

The comment was completely without foundation and caused considerable consternation among the many people who have been associated with the contributions which the centre has made to the development of outdoor pursuits and outdoor education since it was established in 1969.

It is quite clear to the members of the Cheslake Education Committee that there is no question of the Nelson centre being closed.

NEIL FITTON  
Director of Education, Cheslake  
County Hall  
Cheslake

## Graffiti protest

Sir - I would like strongly to support Michael Sterne in his comments on the Poundswick five (TES, October 25). For a start, the graffiti display was clearly a protest at the style of management and discipline operating in the school. That needs looking into by the school itself.

Secondly, if students are rude to teachers, or vice versa, the most productive course is to get the parties together and to sort out the situation on a face-to-face basis. There is no need to make such a meal of it.

Incidentally, nobody has told us what the graffiti and the obscene remarks were. This seems rather coy.

JAMES HEMMING  
31 Broom Water  
Teddington  
Middlesex



Why homework?



## TALKBACK

## Exercising cunning

HELEN BLABY

There he was - 5ft 8ins tall, big built, orange hair, studded collar, tattooed (where did those tattoos end, I wondered?), looking decidedly hostile. Steve was 15, just beginning his last year's schooling, except that his school had declined the honour of associating with him, and he had been put on home education.

Now Steve was no angel and must have caused havoc in school, but he wasn't actually the monstrous person he was made out to be. He had problems. When he had crunched up a biro in a lesson, pushed as many holes as he could through his mother's table-cover, and wriggled and fidgeted through my first week with him, I realized that one of the biggest was that he could not sit still, let alone concentrate on reading a book. (Yes, he had seen several doctors and a psychologist, who said that there was nothing seriously wrong with him!).



The sheer, pent-up energy he had such difficulty in controlling, burst forth about every 10 minutes and made him totally unable to concentrate. He only needed a mountain to climb a day or a course of meat to cut up (he wanted to be a butcher) and he would be fine.

We devised a plan. We would do as much work as we could for a quarter of an hour and then we would have a break. Steve would get his much too small bike out of the garage and pedal like crazy round the block - another 10 minutes' work - then on your bike, Steve! and I would see the head of orange (or was it green this week?) hair disappearing behind the houses.

Only when he smelled like a brewery before lessons did we skip the ride and then we made a cup of coffee and discussed the CB radio instead.

We became good friends and Steve took three CSE exams. Only we knew what it cost him, but he had the satisfaction of finishing the course. My parting shot to him was: "Be careful on the roads!" But the postscript came from a cheerful hospital teacher: "Guess who we've got in Ward 12, leg up in the air on traction?" Steve had indeed come off his bike!

Helen Blaby is a home tutor in York-shire.

## Thou shalt not...

MICHAEL J SMITH

It was only when I was on duty during break one morning that it struck me that school rules are frequently couched in unnecessarily negative terms. I had caught a group of children eating sandwiches in a classroom and, as this is against the rules (rightly so, as crumbs can encourage vermin), I had told them to leave the room. "But where can we eat them?" asked one child, and for a moment I was unable to answer. How much more helpful it would have been to both of us if the rule had guided the pupil to the right place, rather than merely expressing a prohibition.

With this in mind, I subsequently surveyed the remaining school rules. Two things occurred to me as I read them. The first was that behaviour expressly prohibited was presumably conduct of which children had at some time or other been guilty.

There is no rule, for example, explicitly forbidding attacks on members of staff, simply because no such attempt has been made (at least in our school) and we consider it unlikely to happen. On the other hand, "No running is permitted in the corridors" and "No student may leave the premises at break" appear in the list largely because such misdemeanours have occurred.

Negative-sounding rules are constantly added to the canon in the light of experience. Thus, "Students (on buses) are not to stand nor put their feet on seats or to interfere with windows or shout out of them." Clearly it had happened, and it was easier to guard against its repetition by means of a negative injunction.

All these rules, and many more, are no doubt very necessary for the smooth running of a school and the protection of its good name in the local community. One wonders, however, whether pupils might feel less constrained if the rules were rewritten with a minimum of negative and prohibitive words.

At present, the words "no" and "not" abound. Instead, we could have "Running is permitted only on the field and in the playground." "Sandwiches are to be eaten in the dining-room." "Only the following areas are within bounds..." and "Students may leave the school premises only in the following circumstances..."

It is often pointed out that children, in common with the rest of us, thrive on encouragement and, conversely, frequently react negatively to an excess of adverse criticism. Any teacher worth his or her proverbial salt will always seek opportunities to apply the maxim in the classroom. Perhaps schools should look critically at their published rules, too, to see whether the same principle could result in some subtle rewriting. Then it could really be a case of *pour encourager les autres*.

Michael J. Smith teaches in a comprehensive school in Hampshire.

## Children who refuse to speak to their teachers can be much more trying than their over-talkative classmates. But as Sylvia Baldwin explains educational psychologists now have a number of strategies for dealing with the problem.

"Ann will be nine next Easter: she has not spoken to any teachers since her first day in our school. The infant teacher thought this was due to shyness; now we are not so sure... She talks normally to other children in the playground, and is quite bossy and assertive. Her teacher is very experienced and confident; I have never known her to be so upset by a child's difficulties..."

How do you teach a child who won't talk to you? The strong effects such behaviour has on teachers and consequently on their relationship with the child and his family have been underestimated. Many teachers experience considerable distress and yet there is little to read which is of practical benefit to them.

Mutism for which there is no physical or intellectual basis is extremely rare. It is, unlike other behaviour disorders, slightly more common in girls. Sometimes it occurs in twins and in more than one child in the family. The behaviour is usually first noticed on entry to infant school but occasionally occurs at secondary transfer.

Descriptions of "elective mutism" show them to be a heterogeneous group, some with a speech defect, some with a history of excessive shyness or obstinacy, some with parents suffering from psychiatric illness or from families which are isolated either physically or culturally. There are similarities with families where acute early school refusal occurs.

The incidence varies according to the definition used. A Birmingham study in 1975 found that more than seven children in every thousand were not talking to their teachers after eight weeks in school. After five months most had improved, but a small percentage were still not speaking. A more recent study in Newcastle, using a narrower definition of "not speaking for at least a year", found only two seven-year-olds in the area not talking, a rate of 0.8 per thousand. The narrower definition avoids the danger of premature labelling, but waiting for the behaviour to become established makes it very difficult to change: the authors report poor results of treatment in clinics for their large study group, observed over 10 years.

In contrast to the medical model with its need to establish a definite psychiatric diagnosis leading to psychoanalytic forms of treatment, socio-behavioural approaches emphasize careful recording of the frequency of the child's speech in different settings. Children are described as selective muters if they talk normally in some settings but not in others. Close observation of each child helps to generate individual behavioural plans which can be carried out effectively at home or in school.

In a recent book, *Selective Mutism: Implications for Research and Treatment*, Thomas Kratochwill provides the first systematic overview of the subject, contrasting the treatment procedures of the two major approaches. Although his book is extremely useful for teachers and psychologists, because of its detailed account of programmes, it still ignores the cumulative interactions between the child's behaviour and the teacher's perception of it.

Ann, the girl mentioned at the beginning of this article, was fortunate in having a teacher who was exceptionally skilled and sensitive; paradoxically this made her more vulnerable. She had tried her wide repertoire of strategies, successful before with many shy children, and her failure to establish communication with Ann made her feel inadequate at a deep personal and professional level. She had been advised to ignore Ann's silence but this had no effect and proved increasingly impossible. She was also surprised to feel so angry with Ann; because a child who will not speak is thought to be shy, anger appears inappropriate. She also perceived a hostile quality about Ann's continued silence for which she blamed her own reactions.

Ann's silence also had a challenging effect on other adults in the school. All of us, teachers, dinner controllers, psychologists, advisers, believe we are gifted at communicating with difficult children. Many one-off attempts to persuade or cajole Ann to speak had been tried; this had given her massive intermittent attention for no



## NO SILENCE PLEASE

speaking, producing an unintended schedule of partial reinforcement, known to make behaviour extremely resistant to change.

Another difficulty was relationships with Ann's parents who lived on an isolated farm. They could hardly believe that Ann did not talk in school as she was almost too talkative at home but could see the teacher's distress and anger. They were annoyed with Ann for drawing unwanted interest to the family and felt increasingly mistrustful of the school. They took her to a child guidance clinic but withdrew from family therapy sessions, finding them too painful.

The teacher needed information, first, about the good long-term adjustment of most children who are selectively mute. The knowledge that her anger had been shared by others also helped. She was reassured by classroom observations that confirmed Ann was learning well, though it also showed how her teacher's skills and sensitive management of the classroom were double-edged, giving Ann rewarding opportunities to learn but no need to change.

An alert, competitive child, she kept up with her own group of girls and her silence increased her popularity ("Ann doesn't talk, Miss"). She sought, but did not maintain, eye contact with her teacher, often very tantalizing because she seemed on the point of speaking. It was impossible for the teacher to hide from Ann how much she wanted her to talk.

The challenging effect of Ann's behaviour on all of us was discussed at a staff meeting, resulting in more understanding of her teacher's feelings and need for support. Although several teachers felt that they would be able to help Ann talk, the need to hold back on independent attempts at therapy was explained and agreed.

The cumulative effect of all the previous attempts to change Ann's behaviour was one of the reasons why an attempt to set up a behavioural programme failed, although it used one of the skills most rewarding to Ann, reading aloud by herself in the book corner. Kratochwill's book

would have helped us to use a more powerful combination of behavioural methods, also increasing the costs for Ann of not responding.

Contact with another teacher of a similar child helped Ann's teacher most; she no longer felt so isolated and they shared ingenious ideas to extend the children's learning. She began to feel that Ann's not speaking was no longer so important; she "reframed" her perception of the problem and talked positively to Ann's parents about her progress. Ann continued to be selectively mute at primary school but spoke normally to her teachers when she went to her secondary school.

In contrast, a home-based programme using behavioural methods was rapidly effective with Ann's younger brother, Peter. He had also been referred to the school psychological service by a health visitor because he was due to start school and was not talking to anyone outside his family.

His entry to school was postponed and a home teacher appointed for one hour daily. Her first aim, that Peter should speak to his mother in her presence, was achieved in four visits. She concentrated on Peter's mother, showing her a variety of toys and materials. Peter's home teacher soon became part of the context in which he spoke, with or without his mother present.

Once this was established in a variety of settings he began to attend school with her part-time; generalization of speech to other adults followed rapidly. His normal social and intellectual progress have been followed up through primary school and his first year at secondary school.

Following this, the infant teachers at the school offered home visiting to all children pre-entry. This has continued and seems to have special merits as no families are singled out. However, selective home visiting could be offered to families new to the area or to children without pre-school experience, and youngsters who appear excessively shy on an initial home visit.

A behavioural programme at home makes sense to parents; it has a simply stated aim - to increase the number of settings in which the child

speaks. By concentrating on his behaviour, it avoids labelling the child or the family; it seems to increase the self-confidence of isolated mothers and improve their relationships with school.

A more selective early intervention approach could focus on any child not talking to teachers after two months in school. Class teachers have worked as home therapists successfully in this way with Suele and Catherine, two six-year-olds who had not spoken in school. The home visiting programme, was quite intensive (about three half-hour visits each week) and both girls began to talk to their teacher at home and then in school within six weeks.

Regular support is important to help the teacher stay within the clearly defined aims for her visits. Chances of success are greater for a teacher new to the child with whom non-speaking has not been long established.

Another girl asked her parents for a change of school; this was agreed because she demonstrated her willingness to speak in the new setting and her transfer was successful.

With older children, it is harder for teachers to act as therapists, partly for reasons of time, because the programme may need to be changed. If someone else works with the child, transfer to the teacher and class setting will be a further stage in the programme. When there is a long history of previous attempts to help, chances of success are less, and even good programmes fail. To minimize psychological costs to the teacher, support from within the school and access to resources outside will be particularly important.

\*Kratochwill T (1981) *Selective Mutism: implications for research and treatment*. Lawrence Erlbaum Associates, N Jersey.

Sylvia Baldwin is an educational psychologist in Berkshire. She would be pleased to hear from teachers who have had experience of selective mutism and can be contacted through the School Psychological Service, 88 Newnham Road, Newbury RG14 7BT.

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## Watching Wayne

STEPHEN PETTY

In almost every school there is an outcast - one whose work is ridiculed, rejected, and occasionally ripped up. This person is called the student teacher and he usually lasts about six weeks, after which he is recalled to the college to learn further details about the cognitive process of the attention-seeking adolescent and all that.

He then discovers that the wayward Wayne of this world were not born idle at all - they were simply "under-achieving" because they, in common with the rest of their "peer group" (their pals), were psychologically and culturally unprepared for a change in teacher identity. In other words, the student teacher hadn't stood a chance.

The very name student teacher deals a savage blow to any facade of authority which he may try to erect. Children usually see students either being arrested on drugs charges or being dragged around pavements by policemen, and they consequently see no good reason why student teachers should escape any more lightly. Besides, the brighter pupils will soon find out that he does not get paid anything, a fact which they eagerly disseminate to the rest of the class. This, of course, is a source of much mirth to Wayne and the boys who now redouble their attempts to sabotage the lesson.

Even if the student does at first manage to draw a veil over the precise nature of his position at the school, certain tell-tale signs are always threatening to surface and expose him for what he is. A few pupils, for instance, might spot him travelling to school on the college's student teacher bus, a vehicle which the local bus company was doubtless willing to be rid of, 20 years ago.

Suspensions are further raised when a mysterious woman bursts into his lesson one day. This is the student's examiner and what follows is rather akin to a driving test, with the student desperately trying to impress with smooth control of the class, clear signals for the pupils to follow, and early anticipation of any problems which he might come across. If the class becomes restless, he does a three-point turn and makes them draw a picture.

Meanwhile, the examiner will be jotting down a few helpful criticisms for the student to dwell upon after the lesson: "You should have introduced your visual aid much sooner..." class was not sufficiently involved... Did

you notice that a boy at the back was last asleep?"

Then there are the student's "experimental" lessons, the results of which soon become the subject of many a staffroom chorus. His reconstruction of the Battle of Hastings usually escalates into something rather more realistic than he had envisaged, with the back row ending the lesson beating the living daylight out of each other. "Wayne the under-achiever" becomes the new King of England.

One student tried to illustrate the ideas behind capitalism and communism by distributing a packet of Smarties into first unequal and then equal piles. The Smarties naturally vanished the moment the student turned to write the words on the board, human greed being what it is.

The school might sympathetically overlook such disturbances, provided, that is, that the student shows willing in what are described as "extra-curricular activities". For the student, these might include adjudicating in first-year table-tennis, supervising the school's litter-collection rota, or filling in for the lollipop lady.

Occasionally, he may be allowed on a school outing, during which the teacher-in-charge will probably entrust him with the responsibility of "keeping an eye on Wayne". Wayne is dutifully stalked all over Britain's beautiful countryside, the student doing his all to deter him from knocking down ancient ruins, stamping on grasshoppers, falling into water or from lighting up his pipe in front of church-wardens and museum curators.

More embarrassing still is the student's final day at the school, when suddenly he is showered with affection from all quarters of the class. A spokesman from the riotous back row stands up to announce that the student's lessons were among the best that they had ever had, the virtuous little girl at the front offers him scones from her cookery lesson, while others make plaintive noises about having to suffer the "normal" teacher again next week. Even the girl's scones are hard to swallow.



Stephen Petty now teaches in a Norfolk comprehensive.

## Maths solutions

PETER SUTHERLAND

The Assessment of Performance Unit's maths surveys have demonstrated the serious deficiencies among a sizeable proportion of 11 and 15-year-olds. Many pupils pass through school without mastering the four basic processes, let alone being able to calculate their income tax or the VAT on a bill.

Although in-service courses for primary teachers provide new knowledge of curricula and methods, this does not provide the manpower (or woman-power in most cases) needed to meet the problem. Even if this knowledge is spread through the school by the teacher with a scale post for maths, the basic teaching situation is still one teacher to a class.

Yet what many of these children need is a diagnosis of their particular learning difficulties and a case history of their maths learning experiences, followed by a remedial programme to overcome the problems. This would have to be done by the experts; the teachers, perhaps with help from educational psychologists and maths advisers.

But the children also require regular practice in the exercises prescribed. Algorithms have to be repeated many times for those who have great difficulties with memorizing. If, as many experts such as Margaret Brown of Chelsea College believe, it is possible to get slow learners to understand the maths processes involved, this means even greater demands on the teaching resources. How can the class teacher of a mixed ability class manage to do all this?

The solution might be to have extra people helping with maths as with

reading. In middle-class areas numerate mothers could help with sums as literate mothers do with reading. As there may be far greater general interest in reading than in calculation among the mothers, it may be necessary to look to fathers who are free during the school day. Grandparents could also come in to help with maths, as could some of the many numerate people taking early retirement, particularly teachers and accountants.

The problem is more difficult in inner city areas where parents may not be sufficiently educated or self-confident or have the spare time to help schools, and extra remedial teachers may well be required.

Student teachers could be responsible for a small group - an experience that could prove valuable. College curriculum designers might also consider allowing a longer time scale than the usual five-week teaching practice for this sort of programme. Perhaps one afternoon a week for a whole year might be of more benefit to both the children and the student teachers themselves.

Computers can help with a lot of the repetitive teaching if programs can present it in a way that prevents boredom.

But matching the specific remedial programme to the child's needs is not an easy task. Until this process is perfected there will be an important role for well-intentioned helpers in play in helping the immature to overcome their dependence on concrete props and become confident in figure work.

Much effort has been put into lively new primary maths curricula such as Ginn, Scottish and S.M.P. Psychologists are also looking at ways by which children can be helped to learn maths more effectively. But unless this is complemented by more teaching there is unlikely to be much improvement.

Peter Sutherland is a senior lecturer in education at St Mary's College of St. Twickenham and is researching learning difficulties in primary schools.



## FEATURES

# Exchange of fire

Teachers taking a year abroad to escape frustration and low pay may find it is a case of 'out of the frying pan . . . But most enjoy it anyway, Sara Parker finds.

Teacher exchange abroad is more than just a case of swapping jobs. It is swapping a way of life as well – an opportunity more and more teachers are taking up.

To the teacher who feels disgruntled over pay or trapped by lack of prospects for promotion or change, the list of places involved in post to post exchanges must sound like a run-down from a travel brochure – Canada, America, Australia, New Zealand, the Caribbean, Kenya; not to mention the less exotic European destinations.

But it is more than just a change from the routine of their own classroom. It is seen by the two organizations who set up the exchanges – the League for the Exchange of Commonwealth Teachers and the Central Bureau for Educational Visits and Exchanges – as an important professional experience akin to in-service training.

Both organizations – funded by the Department of Education and Science and the Scottish and Northern Ireland education authorities – feel exchanges give teachers valuable first-hand experience of life in another country both in and outside school. They believe it broadens their outlook, develops links with schools abroad and allows for a rethink of teaching skills, bringing fresh ideas and information, and above all re-kindling enthusiasm.

For the teacher, it is a chance to get out of a rut, as one teacher of English who had been in the same Bexley school for eight years before his exchange to Canada, says: "I wanted a change, a challenge. I'd toyed with applying for jobs abroad but there's no guarantee you'd find another job when you come back – and with a family you can't take that risk. On an exchange you get the best of both worlds."

The League was founded in 1901 by Elizabeth Ord Marshall, wife of a prominent diplomat, "to promote friendly and educational intercourse throughout the Empire". Its first two exchanges to Australia and Canada were in 1919 and since then some 14,000 teachers have been involved in exchanges and in the last 10 years the number going out from Britain every year has more than doubled to around 270.

Today the League gets around 2,000 enquiries every year. About 800 get through the interview stage. They must convince a panel drawn from government departments, teacher associations, local authorities and teachers returning from exchanges; that they have the qualities, the financial back-up and family support to cope with and get the most out of a year's exchange.

The panel looks for a positive attitude, a sense of humour, motivation and good reasons for wanting to go. Having a relative in New Zealand is not enough reason for an exchange. Many are weeded out even before the interview stage as heads and I.E.A.s refuse permission or they fail to fulfil the minimum qualifications.

The League lays down that candidates should generally be between 25 and 45, have five years' teaching experience, two of which are in the current employing authority. An exchange teacher's salary will be paid in Britain tax free, but they will probably end up having to dip into their savings to make the most of their exchange and in countries like Canada and Australia to keep pace with the cost of living. The League suggests something like £1,000 should be put by.

Next year the League is planning exchanges to less developed countries like Sierra Leone, Zimbabwe, and Lesotho where the teachers will have to pay a proportion of their tax-free British salary to subsidize their incoming exchange partner's lower wage.

It costs the Government between £4,000 and £5,000 to send a teacher on an exchange, including administration costs, air fares, tax relief and a personal allowance which may be anything from £200 to £500 for Commonwealth countries and up to £1,500 for Europe and America.

Non-Commonwealth exchanges are organized by the Bureau – to Europe since the 1960s when, only a handful of teachers went – and to America since 1972 when the organization took on an already successful exchange scheme run by the English Speaking Union.

The Bureau itself was founded in 1948 and now organizes around 100 teacher exchanges to Europe a year – some only a term or two to France, Germany, Spain, Italy, Switzerland, Russia and Denmark. It receives around 200 enquiries a year from teachers and the placements are mainly in secondary schools for modern language teachers.

America, on the other hand, has 150 exchanges a



In Africa it is not unusual to be confronted with classes of 50.

year – a number which has gone up by nearly 50 per cent over the past few years after the DES started to pay the full air fare and a personal allowance. The Bureau now receives some 1,500 enquiries for these exchanges.

The weakening pound against the dollar has caused particular problems and the Bureau now says a teacher has to guarantee a transfer of at least £10,000 to the USA during their year's exchange – normally their salary in this country.

Once a teacher has been accepted for exchange, both the League and the Bureau face the problem of finding them a partner in the country they have chosen – who will not only fit the bill professionally but also personally. Usually they rely on nominations sent from abroad which have to be approved first by the teacher, then his head and the local education authority before the out-going teacher's details are sent for approval to the country of exchange. It can take two or three attempts to find the right match.

Once accepted, the teachers exchange details about their school and their home. They have to fill in information booklets on everything from the idiosyncrasies of the washing machine to their time-table at school. They may have to find accommodation for the incoming teacher if their own home is not available and provide someone in the community and at school to help their partner find their way around in the first few weeks.

Exchange of cars is not recommended either by the Bureau or the League, since it can lead to problems and bad feeling if something goes wrong. But a teacher may find there are pets to look after, relatives to cope with and numerous other facets of their exchange teacher's life to handle. In addition, they have to find the nearest shops, a school for their children if going as a family, as well as adjusting to the new climate, new food and new faces.

Both the League and Bureau claim there are surprisingly few problems. There was the Australian teacher who had a nervous breakdown, the New Zealand family who arrived in Cornwall to find their partner's house flooded by a burst pipe, the Canadian couple who found the prestigious flat they had expected was in fact in an East London tower block where the lift was broken.

British teachers abroad have similar experiences. A family, for example, may find they have to exchange their large house for a small, fifth-floor bachelor flat or even when it comes to Russia – a hotel room.

But most say it is worth it. Geography teacher Philip Noakes went with his wife and two children from Maldstone to just outside Toronto, exchanging a small grammar school for a large mixed ability high school. "I wanted to see if I really could adapt and cope with a new situation and I found to do so, you really had to forget a lot of the preconceptions you had about education and be prepared to accept different standards because you can't change things."

The experience improved his ability to get on with people, developed new skills and a new confidence – both in and out of school. He and his family drove 7,500 miles to Vancouver and back,

while in his job he felt more motivated to take up opportunities such as in-service training.

Now, three years after the exchange, he feels the qualities he had developed not only helped him get a promotion as head of humanities in a new mixed ability school, but also serve him well in the job.

"I like to think now I'm much broader and developing the whole child. I like to think I'm not just concentrating on knowledge, stuffing the kids with facts but am developing other skills – life skills such as organization and responsibility for their own work."

About three-quarters of the exchanges arranged by the League are for married men, most take their families. The Bureau has a 50:50 split, and some women teachers take their husbands.

Primary teacher Janice Holland, single and just 30 when she changed the inner city Sandwell schools where she works as a relief teacher for a small country school just outside Christchurch, New Zealand, had few problems either settling up her exchange or during it. Primary exchanges tend to be easier because there are no subject restrictions.

As a peripatetic teacher, she was already well-acquainted with the challenge of a new class. "Whenever you go into a new situation you've got to think what you're going to do and how it'll be different from what you've done in the past."

She brought back from New Zealand new methods to try out with her own classes. One of these, process writing, where the pupil develops their own story-line or idea and publishes their best effort for the whole class to read, was the subject of her special exchange project.

In recent years the League has expected teachers to expand their reports into study projects including, where possible, audio-visual aids as well as text, and awards are given for the best projects.

Janice has, however, found it difficult to settle back into teaching in this country. She found New Zealand had its problems including limited equipment – the children had to bring their own books and materials – and low morale among newly-qualified teachers trapped in temporary jobs, both of which made cuts and pay problems in this country seem less extreme. But she says: "It's easy to be a bit disgruntled when you get back. It was a feeling which she found disappeared, however, as her new enthusiasm took over, but not all teachers feel the same."

One Jamaican-born teacher, who has lived in this country since the mid-1960s, returned to an ILEA multicultural school in Greenwich to find there was little back-up for her enthusiasm and ideas. One of the reasons she had gone to Jamaica was to try and find ways of developing better links with Caribbean culture both for her pupils of West Indian origin and for white children. "I think schools and I.E.A.s need to work harder to take the ideas of exchanges and what teachers get out of them on board."

All the same, the I.E.A. is particularly keen to add teachers on exchange to its list of staff. When DES funds dried up in 1982, the I.E.A. took over the

three-year pilot project, the authority started funding them. The problem is not the out-going teachers, who still get Government help but the in-coming ones who need subsidizing to live in Britain. This year each of the five from Trinidad and five from Jamaica will get between £1,400 and £1,500.

There are as many different permutations of exchange as there are individual circumstances. One, for example, involved a Nairn teacher coming to a London school, the London teacher going to the Isle of Harris and the Scottish teacher to Nairobi. Most, however, are not quite so involved although there may be married couples both on exchange, or heads of department or headteachers becoming ordinary classroom teachers while abroad because they cannot be expected to run schools or departments in another system.

Not all heads or authorities are enthusiastic about exchanges. One head, who has had three teachers on exchange, said: "There are those who are reluctant because they wonder who they're going to get in place of a good teacher or fear interruption to the teaching programme."

On the whole, however, most heads admit they gain not only from the renewed enthusiasm of a returning teacher but also from having someone from another country working in the school. And each teacher who goes on exchange from this country must spend at least a year back at their own school.

One primary teacher who went to Kenya found classes as large as 50 with some pupils as old as 20, there was a lack of equipment, of money and resources but he found a new sense of commitment to his colleagues and his job.

Others going to countries like America face equal challenges. Such as Enid Bennett-Shaw, a 53-year-old head of infants at a York school. Her husband gave up his job to go with her and there was a sense of adventure about their decision.

Faced in America with parental involvement in school, Mrs Bennett-Shaw has altered her traditional stance and is now hoping to bring parents into her school. She also had to teach three emotionally handicapped pupils, and feels this is another area where she learned to cope.

"It's been a marvellous time of in-service training. I've learnt so much more than I've learnt in the rest of my career. I think morale in British schools is very low and I want to bring this injection of enthusiasm back. I think one thing I've learnt is that we all need moral encouragement and to be given credit where credit's due, both to colleagues and pupils."

Even teachers spending a term or two in Europe find teaching in another system freshens their approach. Nearly all the Bureau's exchanges to Europe are language teachers and they bring back a new fluency in the language concerned and an increased awareness of the country, as well as the opportunity to foster links between schools.

The address for both The League and the Central Bureau is Seymour House, Seymour House, London W1H 9PE.

## FEATURES

# The ring master

Sarah Farley meets a circus school teacher who never has to 'crack the whip'

When seven-year-old Pamela entered "My mummy is the Colorado" on the school computer, the other children were quick to point out her error. She should have written "My mummy is a Colorado", as she is one of three members of the Roberts Brothers Circus Wild West sharp-shooting act – the others being her uncle and her grandmother. Her grandfather is a clown.

The circus school bus parks just outside the ring of caravans that encircle the Big Top and the animal tent. The teacher (and bus driver) is Dick Foster. It was in April 1984 that Dick gave up his relatively routine job as head of a remedial unit in a Northamptonshire comprehensive to take charge of a classroom that moves every three days.

"I saw the job advertised and thought it sounded interesting," Dick said, aware of the understatement. "I am responsible for teaching only 10 children but their ages range from my own son, Martin, at five, through to 17. The work is fairly demanding, meeting the needs of such a wide age group, and circus life can become claustrophobic at times, but the novelty hasn't worn off yet. I enjoy my job."

Before Dick Foster's arrival, the children attended different schools each week, sometimes with more frequent changes if the circus was moving every three days. Some children, such as 17-year-old Kitty, one of the Roberts family, quite enjoyed being a floating pupil but others found it hard to settle down in such a short time.

"We realized we had to do something when our second child, Bobby, showed he was finding school difficult," Mrs Moira Roberts said. "We were keen that our children should receive a proper education so that if they decided they didn't want to stay with the circus, they would have more opportunity to do something else. Not that you don't need a brain for running a circus – it's a business after all, so either way the children need to have an education behind them."

After a two-year struggle with red tape, the school was established under the supervision of the education authority in Northamptonshire, where the circus has its headquarters. The one-year experimental teaching post is now permanent and the children are starting to benefit from continuous schooling. On his arrival, Dick Foster was struck by the unusual degree of self-confidence in the children, the result, he believes, of being part of the close circus community. But educationally, the children were about two years behind their contemporaries.

Each child has been given an individual assessment and programme which Dick tries to fit into the inevitably disjointed school day. Roughly divided into primary and secondary, the children spend their time working at set tasks, reading, painting or using the computer. The library – 280 books on loan from Northamptonshire – is arranged on coat racks. Occasionally, one of the children may have to go off to rehearse an act and in the summer, when they were at Bridlington for eight weeks, school time shifted to 8.30am–2pm to accommodate the matinee.

"At first I was keen on taking the children out to learn history and geography by visiting the places of interest in the towns where we stopped," Dick said. "But I discovered this was slightly frowned upon – it was seen as just having fun rather than an educational exercise, so we haven't done as much recently. But we'll have another go."

The atmosphere and hierarchy of the circus pervades the whole encampment. Dick Foster discovered that he was regarded with almost a frightening degree of respect, the ring-master of the schoolroom. Discipline has never been a problem because the children know that they will have their parents to reckon with if there is any complaint.

The older children are all involved in the circus performance, either in an act or helping out with the spotlights and curtains. They are immensely proud of belonging to the circus and sometimes scornful of those "jossers" who are not born to circus life, such as Dick and little Martin.

One of the complaints about attending ordinary school had been that "the circus" was always the project for the week. But Dick also finds that it can be difficult to keep the circus out. "If we write a story about ghosts, it's a circus ghost," he said. "On the anniversary of D-Day, I sent some of the children round the camp with a tape-recorder to make a documentary about people's D-Day memories. They came back with a comment from one of the older Roberts that it was the day Roberts Brothers Circus started."



The mobile classroom saves the children changing schools every week



Dick Foster found his pupils unusually self-confident



Individual learning programmes are set



A break for the circus school. The children are proud of belonging to the circus



Name \_\_\_\_\_  
 Surname \_\_\_\_\_  
 Title \_\_\_\_\_  
 Position \_\_\_\_\_  
 School \_\_\_\_\_  
 Address \_\_\_\_\_  
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## BOOKS

**Video Violence and Children.** Edited by Geoffrey Barlow and Alison Hall. Hodder and Stoughton £8.95. 0 340 38917 6.

The press publication of any research into the effects of media violence seems destined, whatever its merits, to provoke political controversy. The hackles of libertarians are quickly aroused when they hear "experts" pronouncing on the allegedly harmful effects of such material, finding beneath the veneer of objectivity all manner of authoritarian plots to extend the areas of censorship. Should the research findings tend in the opposite direction conservatives are as easily outraged by what they see as yet further liberal attempts to corrode traditional moral values.

Certainly it is the case that supposedly objective research has, in the past, been coloured by the moral and political values held by its sponsors. The 1970 US Commission on pornography, for example, was notoriously selective in its presentation of research findings and its "no harm" conclusion had rather more to do with the liberal and anti-censorship views of its majority membership than with the findings themselves. Equally, the demand for greater censorship by those such as Mrs Whitehouse is also inclined to treat research somewhat sceptically. From this moral standpoint the portrayal of violence, being a wrong in itself, is by definition harmful and academic research, lacking guiding moral principles, becomes of secondary importance. Of course, there is no logical reason why those who are opposed to censorship should not also accept that media violence can have harmful effects. The tendency, however, is for political and moral principles to take precedence over research findings with the consequence that the findings themselves become lost sight of.

Such may be the fate to befall *Video Violence and Children*. The *Guardian*, for example, chose to headline its report of the book's publication "Censorship call for home market videos" and devoted almost the entire article to its political recommendations. Thus the liberal hackles are encouraged to rise with barely a glance at the strength of the book's research. This is a pity because although *Video Violence and Children* is in several respects a troubling book, its call for widespread censorship is by no means justified by its factual content.

*Video Violence and Children* marks the completion of over two years' valuable work by the Parliamentary Video Enquiry Group chaired by Lord Nugent of Guildford. The enquiry itself was a response to the growing number of press reports in 1982 linking the viewing by children of ultra-violent



## Zombie-fodder

David Dale on the video violence controversy

videos ("video nasties") with violent behaviour. Its interim report, published in November 1983, made disturbing reading. From a survey of 4,500 children between the ages of seven and sixteen it found that nearly half had watched at least one video nasty and nearly a quarter had seen four or more. The image created, particularly when hyped up by the press, was of half the nation's schoolchildren obsessed with video scenes of violence, sadism, sex and horror.

These findings are reprinted in the present book and are partly confirmed by the inclusion of another survey carried out by The National Society for the Prevention of Cruelty to Children. They are supplemented by reports from psychiatrists, paediatricians and educationists which together suggest, in the concluding words of Dr Clifford Hill, the enquiry's director, "that children are adversely affected by their

exposure to scenes of violence on video films... that the viewing of scenes of extreme violence has an obsessive characteristic that may be habit forming... (and that) the evidence strongly suggests a causal link between the viewing of violence and violent behaviour." The enquiry recommends, therefore, that "material that is harmful to children should not be available for the home viewing market".

It would be very difficult for even the staunchest libertarian not to agree with the enquiry's moral condemnation of video nasties, the sole purpose of which appears to be the glorification of gratuitous violence in as realistic and poodthirty a manner as possible. Nevertheless, the lurid picture painted by the enquiry of such material filling the viewing hours of thousands of the nation's young is, at the very least, open to question. Brian Brown, for example, the director of the Television Research Unit at Oxford Polytechnic, has undertaken alternative research which places the enquiry's findings in the wider and more reassuring context of children's overall viewing patterns. His early data, published in *The TES* in October 1984 and which he claims exceed in both quantity and quality that of the enquiry, reveal a far more conventional pattern of viewing. Rather than such horrors as *Driller Killer*, *Zombie Flesh Eaters* and *I Spit On Your Grave*, it is the more expected blockbusters such as *Rocky*, *Superman* and *Star Wars* which consistently appear as the staple

and preferred video diet of children. This is not to deny that some, perhaps many, children have seen a video nasty; the enquiry's conclusions are misleading however. Brown argues, because they concentrate on these to the exclusion of all else. It is hardly surprising therefore that the image they create is one of "half the country's schoolchildren rushing home in order to dive for the family collection of video nasties while their parents are out". Brown's findings refute this image by balancing it with wider studies of children's general viewing, reading and media usage.

The book's second area of evidence comes from the specialist work of psychiatrists, paediatricians and educationists. This section contains some highly disturbing reports of the effects on particular children of watching video nasties but despite the concern that these must cause they fall some way short of justifying the enquiry's conclusion of a causal link between "the viewing of violence and violent behaviour". Cause and correlation are quite separate concepts and to argue for a relationship between watching and doing is not necessarily to have established that one is the cause of the other. Indeed there is a good deal of evidence to suggest that those who choose to watch violent programmes do so because they have aggressive personalities. In other words that the "causal" route works in the opposite direction. Nor is all of the enquiry's data particularly strong. At its weakest it even appears to go some way to

disproving its own conclusions. Consider, for example, the evidence from paediatricians: 1,092 paediatricians engaged in clinical practice with children and adolescents were sent questionnaires about video nasties. Only 413 were returned, a figure which suggests either negligence or, more likely, that 679 had nothing to report. Of the returned 413 only 58 received "any accounts from parents about a violent video being influential on his/her child's emotional state or behaviour". Of that 58 only 31 thought "that the children's behaviour had worsened following seeing a violent video". Admittedly, many of these professionals had been unaware of the possibility that video nasties could be a factor in the child's behaviour and the enquiry draws some interesting contrasts between these and those who had been so aware. Even so, these figures scarcely justify the general statement that "children are adversely affected by their exposure to violence on video films".

Perhaps the most worrying sections of the book are those describing particular cases. One 10-year-old boy, after stabbing a teacher and another boy, revealed that he had watched a violent video in which a murderer had killed someone with a knife. The boy's mother, too, confirmed that he had copied the behaviour from the film. Shocking though this and the other cited cases are, however, as objective research they are not particularly useful. Professor Eysenck has argued that case histories, while being of considerable illustrative interest "are scientifically of least interest" simply because they do not provide scientific proof of the theories they illustrate. What they do suggest is that the consequences for a particular child of watching a particular film can be profoundly unpleasant but little more than this. They leave out of account other variables such as the degree of actual violence in the child's home and the child's temperament. Eysenck remarks that individual differences are so crucial a factor "that any empirical study which neglects to pay attention to their existence is likely to miss the most important part of the evidence".

*Video Violence and Children* was written in response to the unchecked proliferation of ultra-violent home videos and much of the concern it expresses is entirely justified. There is a growing body of research that links a link between the viewing of violence by children of certain backgrounds and with certain types of personalities with violent behaviour. Moreover, apart from their possible behavioural consequences, the enquiry is surely right to argue that no responsible parent would wish his or her child to have access to such appalling material. The enquiry's recommendation that "material that is harmful to children should not be available for the home viewing market", however, seems, on its own evidence, to be an over-reaction. Fortunately, since the enquiry was set up, new legislation has been passed which is specifically designed to control the availability to children of video nasties. The Video Recordings Act, 1984, established a new Board whose task it will be to classify and, where necessary, censor every new video coming on to the market. It may well be, therefore, that video nasties will shortly prove to have been a temporary, if thoroughly unpleasant, social and moral phenomenon.

## Divide and school

**Worlds Apart. Segregated Schools in Northern Ireland.** By Dominic Murray. Appleton Press £10.95. 0 86281 145 7.

Anyone who knows South Africa and then visits Northern Ireland learns that apartheid takes many forms. Protestant and Catholic communities in the province often seem to know as little of each other, and fear each other, as much as black township dwellers and white suburbanites lounge, beside their swimming pools.

Dominic Murray spent a year at the pseudonymous "Rathlin" and "St Jude's", nearby primary schools in a small town, observing the differing experiences of their pupils and teachers. His account is painstaking, taking in the smallest detail of school life, right down to the roughly equal

number of Manchester United schoolbags on display in each establishment.

It adds up to an illuminating picture of the all-pervading Catholicism of St Jude's, and the academic elitism of Rathlin, the one with its religious statues and church holidays, the other day - both with their strong prejudices and misconceptions about the other. As with St Jude's teacher reflects that at Rathlin "they are obsessed with doing the right thing, conforming all the time. They don't get drunk or tell dirty jokes or let their hair down simply because they are afraid of what people will say", and a Rathlin staff member ponders that "their teaching of history would be impressed and blessed. Here we teach it as it is". Mr Murray writes against integrated schooling on the grounds that there

Northern Ireland parents don't want it. But he shows that the supposedly non-denominational state school system is, in every way, as strongly Protestant as Catholic schools are. Catholicism and that the Government should therefore upgrade the funding of Catholic schools to treat all schools equally.

Beyond that, the boundaries of segregation must be softened, he says, through sporting contacts, more fostering of awareness in schools, joint simulating in areas like social studies, and joint outings and indoor activities. None of this is earth-shattering. But the fact that such a book can not only be written, but be useful, is a telling comment on the sad state of Northern Ireland and its schools.

Hilary White

## BOOKS

## No reasons why

**Operation Corporate.** By Martin Middlebrook. Viking £12.95. 0 670 80223 9.

Martin Middlebrook is a Lincolnshire poultry farmer who turned to writing history. He has written the first book on the Falklands war that reads like a *Boys Own Paper* adventure story - matter-of-fact, pacy, lots of heroic exploits described in detail, lots and lots of soldiers, sailors and airmen mentioned by name. Mostly English; the newly elected Argentinian government thought about it and then decided not to let him in to talk to the soldiers. So the book has a very British flavour, with a calm assurance throughout that Right will triumph and Our Side will win in the end. There is very little reasoning why and a great deal of doing and dying.

The *Belgrano* Affair, for instance, is described as though the war was already in full swing and all the United Nations talk of a non-violent settlement were froth. There was a pincer movement of the fleet; it didn't matter whether the *Belgrano* was inside or outside the exclusion zone or whether it was sailing north, south, east or west. Having been spotted, the *Belgrano* had to be sunk, just as the *Vesmirino de Mayo* would have been, if we'd managed to find it. On top of this, Middlebrook makes much of a statement issued to the Argentine government through the Swiss on April 23 - to the effect that the establishment of the exclusion zone did not preclude "self-defence" under Article 51 of the UN Charter. It went on:

In this connection Her Majesty's Government now wishes to make it clear that any approach on the part of Argentine warships, including submarines, naval auxiliaries or military aircraft, which could amount to a threat to the British forces in the South Atlantic will encounter the appropriate response (my italics).

No doubt this warning could have justified bombing Argentinian ports and airfields. As the Israelis constantly remind us, with the necessary intellectual agility, any bombing raid anywhere in the world can be justified as self-defence. To Middlebrook, in war morale is all; morality can wait till later.

Christopher Price



## Out of the ordinary

**Horse's Neck.** By Pete Townshend. Faber £6.95. 0 571 13541 2.

In 1984 Pete Townshend left The Who to concentrate on writing and on the new editorial career at Faber & Faber. The press, welcomed the news with the glowing satisfaction reserved for Rod Stewart's wrinkles and Jagger's baby-minding; another rebel had settled for the nine-to-five.

What this conveniently ignored in Townshend's case was the fact that he had already had a fair background in publishing - through the ill-fated *Eel Pie* press - and a very substantial record as one of the best and most ambitious of pop writers. Amidst all the dire "concept" albums of the Seventies, *Tommy* and the Mod epic

Aggression is the theme of the book; it scores well above strategy and tactics. In an account of one Grogan engagement by the parts by 15 company, he quotes major Philip Nease, its Commander:

To sum up it had been complete chaos and confusion. We had no proper start line, no firm idea where the enemy were, no firm idea of where B Company were, but despite that I think we came out of it very well because of initiative at every level - and aggression.

The same impression is created of Colonel Jones, arguing with his colleague for a more aggressive approach and then charging in to this death in an improvised flanking attack.

The counterpart to all this blood and thunder is Middlebrook's interviews with the islanders. There was obviously a lot of instant empathy between the poultry farmers and the sheep farmers. He is a master of the dry, patriotic anecdote. Here's the chief Falklands financial bureaucrat, left behind by the British to see fair play, justifying his uneasy cooperation with the invaders:

They fixed a rate of 20,000 pesos to the pound and we soon had millions of them circulating. I was ordered to change the Government Account over to pesos but I told them I was too old to learn and anyway our columns were too narrow for all the noughts...

But he is equally enthused by straight jingoism. He quotes with approval Alan Miller from Port San Carlos:

Once the British bulldog gets his teeth into something, look out! Three-one against a Loose Green and similar odds at the battle for Stanley. Obviously British is still Best. We have a golden opportunity, now that our future is secure to really build and develop our little country so that those 252 men who gave their lives so that we could be free did not do so in vain.

The "little country" is now a permanent military base and a billion pound drain on the British taxpayer. But that's a dimension that goes unremarked. This is war history, not political analysis. On that basis, it's a good read.

Christopher Price

## Travelling hopefully

**An Egyptian Journal.** By William Golding. Faber £12.95. 0 571 13593 5.

William Golding's *An Egyptian Journal* is less the chronicle of an Egyptian journey than of a bad case of what Christopher Hampton recently called "commissioner's droop". It was a good publisher's idea that went centrally wrong: in retrospect it should have been obvious that to foist an idea, however clever, however well-timed, on a writer like Golding, a spiritual mountain-man, could not work. The fact that this idea was in the nature of a treat, even a fairy-tale, in which the publisher elegantly anticipated the writer's heart's dream and simultaneously fulfilled it, must have made it difficult for the writer to refuse. Golding had just won the Nobel prize for literature, and the commission was in a sense the gold watch on retirement. But some gifts, especially to mountain-men, are less and even distressing, and clearly this one proved so for Golding.

The idea was to send Golding to the land of his childhood dreams, on a journey down the Nile. There he could confront both modern Egypt and the echoes of the time when his young imagination saw Ra, Isis and Osiris as more plausible than the Trinity. Ten years before he and his wife Ann had visited the country briefly as tourists, but now here was a chance to see things in a more leisurely yet purposeful way, and to weave into the eventual book thoroughly *nonbelle* (a word he coins, ruefully) ruminations on the past and present - his own and mankind's.

Before setting out, he had plans to involve the gods and history and any rounding - ology to amplify his journey to a significant pitch. The very fact that he was making them no doubt told him the drop was setting in, and when he arrived in Cairo his fears were confirmed. The unprepared and the crew that were to take him up the Nile seemed a deserved projection of his state of mind. He felt guilty at being there, yet let down by what was there. Once underway, all the sights he was ready to muse on in his notebook were spectacularly obscured by vast mud flats either side of the river, or by the black smoke belching out from their

over-stressed engine. Everything was a muddle and a compromise: even the "sandy" Nile had a rocky bottom. Looking for gods, or at least some trison of centuries past, he found not only present banality, but an intimation of the banality of the past. Worse than that, he found that he couldn't even make eye-to-eye contact with the crew or the local people around him, as he felt shy and English and in a bogus position.

It is infinitely to Golding's credit that he is able to admit the minor, banal humiliations and anxieties that began to dominate the journey and creep into the vacuum where the centre should have been. If Beethoven had been ordered to take up a hobby he would probably have been equally hampered and inept - and inept and impotent the erstwhile sailor Golding reveals himself to be, even on a boat, and he takes no joy in it. There was clearly absolutely no rapport between him and the crew on the boat, only a mutual sense of futility, like a bad marriage where each blames the other for their lack of success. The language barrier proved insuperable for him: "Nothing is so impenetrable as laughter in a language you don't understand." "The book I had promised to write, where was its centre, what was it all about?" He felt himself an "observer of trivia" and found himself speaking "Nobelpeak" whenever he was having to wear the itchy mantle of his laureateship at some outlandish occasion, and being piled with gifts too heavy to take back on the plane.

The whole book is a parable of unwanted gifts, of how modern man has so often got give and take wrong, and it would probably have been better for Golding to indulge in old mountain-man irritability and refuse the initial package gruffly as the Pandora's box it turned out to be. It is nevertheless remarkable of him that he tried so hard, and failed so candidly, and it is in the candour that there is a flicker of salvation for the book. It becomes an allegory of the journey of modern man, everyman, who has missed the gods because he couldn't quite get to the temple on time, or because the boat had run out of fuel, or there was a plane to catch - or just because a hotel bed with fresh sheets and an efficient lavatory was a better proposition. Since he had failed the gods, and the



Prince Montahirkhopsef offering to the gods. From John Romer's *Ancient Lives: The Story of the Pharaohs' Tombmakers*, now in paperback from Weidenfeld & Nicolson, £6.95.

gods failed him (when he does find temples he finds them hollow and garish), he resorts to more contemporary icons to justify his journey. He strains to make a virtue out of the unfinished, the suggestive: "I am a child of my generation and century and we no longer hope for the whole truth. It is the informing movement, the brave attempt, the suggestion, the remnant that moves on (a good effort, but unconvincing). Or he grasps at the sociological straw, writing a letter to *The Times* asking the British Museum to restore the Sphinx's beard to Egypt (they already had), or pleading the case of some local people for a road to their village, or of others for an olive grove, or extolling the talents of a latter-day Egyptian Frank Lloyd Wright. But he senses, rightly, that all these may be on a hiding to nothing, given the fairy-tale nature of the original commission. Reluctantly, sociology, do-gooding, self-advertisement, comfort, getting machines that work better - all his preoccupations, there to patch up a vacuum, are faithful reflections of the times. We are left with the feeling, as Golding was, of a pointless journey, one which makes Pincher Martin's journey, surely the most ultimately depressing in all of literature, appear triumphant in comparison.

Annette Kobak

## Red letters

**Creative Lettering.** By Michael Harvey. Bodley Head £6.95. 0 370 30613 9.

The physical approach to lettering which Michael Harvey recommends elevates this manual from the mere copying of letters to the area of drawing. The satisfaction of letter formation, harmonious spacing, and proportion is emphasized by an introductory section on the drawing hand: drawing instruments become unnecessary when the hand achieves control of

freely drawn letters. The capitals are based on roman proportions, the lower case on 15th-century Papal scripts, revived in this century as Italic handwriting. These two lettering styles remain the most elegant in existence when adapted by the best lettering designers they emerge as original yet they operate from the same superb proportions. The closing section deals with design, using letter forms as graphic symbols. In an increasingly mechanized age this masterly human approach is indeed refreshing, and should be reinstated in the art college curriculum.

Betty Tadman

## THE BURSTON REBELLION

BLITKA ZAMOYSKA

Now largely forgotten - a milestone in twentieth-century social history when teachers Tom and Kitty Higdon tried to improve conditions for their Norfolk pupils - nearly all the children of farm labourers - they quickly incurred the wrath of the Board of School Managers. This resulted in the Burstons School Strike, the longest in English history, lasting from April 1914 until just before the Second World War.

Drawing directly on the experiences of surviving villagers, eye-witness accounts and newspaper reports of the day, this fascinating book gives an honest and vivid account of an extraordinary event. This was a rebellion started by children, not adults; a backwater struggle that was to involve trade unionists and social leaders across the country and capture the imagination of the radical press throughout the world. Greatly expanded from the highly acclaimed BBC television film of the same name, *The Burstons Rebellion* makes pertinent reading for all those involved in education today.

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BBC

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## ARTS

Another America  
"American Odyssey", October 30;  
"Style Wars", November 5; "Painters  
Painting", November 6; others  
November 12, 19 & 26.

Television has yet to find a completely satisfactory way of covering literary subjects. The depths of embarrassment were plumbed a few years ago in a film on the American playwright Edward Albee, which included privileged footage of the writer "at work" at his desk. Brows knitted, fingers drumming, a look of intense concentration, then abashed inspiration and Albee typed exactly nine characters. It was all alarmingly like the old Five Boys chocolate wrapper.

More recently, the BBC has followed up this generally excellent co-production of *Reader is the Night* with a documentary on Scott and Zelda Fitzgerald that concentrated, as the trailers continually emphasized, on his alcoholism and her schizophrenia. The danger in this, as in all attempts to deal with literary figures in this way, is in the implication that writers and their works can "be explained" or even enlightened through a mix of biographical equations - gin + dementia + praeceps = *Tender is the Night* - or by a series of evocative images. One trivializes and mystifies. The other is largely decorative and pointless.

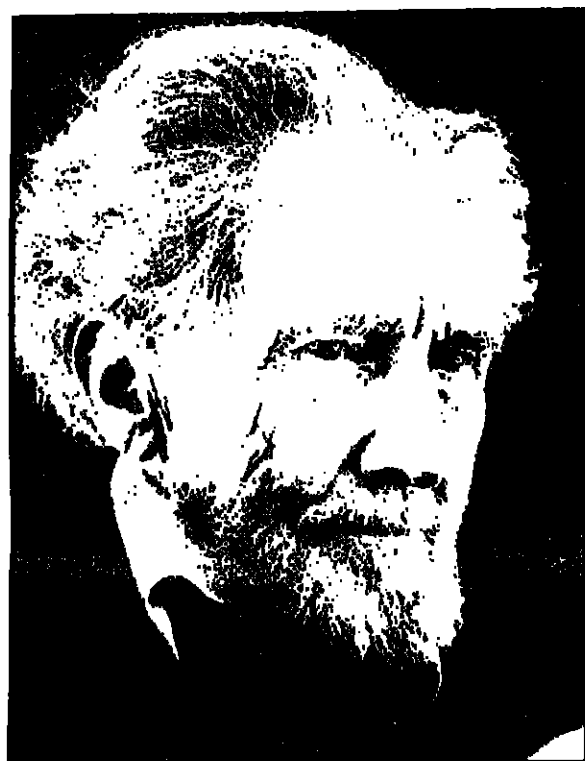
The American poet Ezra Pound poses enormous problems for the biographer, critic and reader alike. His work and ideas were so inextricably tied up as to demand equal and clear-sighted attention. During the war, Pound, living in Italy, made a series of broadcasts addressed at his fellow Americans which were immediately seen as treasonous (and incidentally anti-Semitic, a detail which helped confirm the view that Pound was a Fascist).

Captured by the advancing US army, Pound was imprisoned in a cage near Pisa, before being sent home where he was declared unfit for trial and shut away in a psychiatric hospital. Only continuing pressure from fellow-poets eventually gained him his release. He returned at once to Italy where he died in 1972.

Pound's work ranged from the superbly lyrical to the devastatingly obscure, from verse which showed he

# Atlantic crossing

Brian Morton on  
Channel 4's current  
American arts series



Ezra Pound

had the best ear of all 20th century poets to a raucous shriek of outrage. His great work, *The Cantos*, an epic mass of poems on history, economics, personal experience and culled from reading in half a dozen languages, is unassimilable as a whole.

As is Pound himself. The most seriously frustrating aspect of Channel 4's documentary "American Odyssey" was its apparent unwillingness to fill in the most obvious gaps in understanding and its perverse determination to play down its own best features. The film included recordings of Pound reading from the *Cantos* in his unforgettable voice (a fact obscured by the lack of any caption and, in the credits, by the implication that Pound's voice throughout is taken by an actor), footage of the poet drawing Chinese characters with a calligraphy brush (though insufficient explanation of the connection between calligraphy and his poetic aims and methods), and superb film of the poet as an old man, walking by the shores of the

Mediterranean, an Odysseus who couldn't return home. All this excellent interview material with publisher James Laughlin, Northumbrian poet Basil Bunting (who died earlier this year), critic Alfred Kazin, Pound's family and friends, was blurred by the now-conventional dependence on scenery and on "significant detail". In a bid to demonstrate Imagism, the camera hung long on brass door-handles and railings, conveniently forgetting that the Imagist movement was a literary enterprise with specific antecedents in literature and the other arts, and not readily reduced to rather banal visual images.

Inevitably Pound's most famous or notorious poem, the two-line "A Station of the Metro", was trotted out and helped to introduce one of the film's most pointless and annoying aspects: the connection between Pound's work and the modernist movement, designed to write Pound's verse across the screen and to reveal its operation. Equally inevitably, it didn't.

Given a 100-minute film, there remained at the end remarkably little sense of what Pound's poetry was actually like or how his ideas developed. It was intriguing to hear extracts from the "Fascist" broadcasts but the selection was gratuitous and not placed in any clear context. Pound's son-in-law went some way toward explaining the poet's obsession with usury - "usura" as he always described it - but neither he nor the commentary offered much in the way of explaining how such ideas bore on the poetry, as they crucially did.

While it seems fair to offer a fragmentary picture of a poet who succeeds in fragments rather than in wholes, it hardly makes good or enlightening television. One curious aspect of the whole exercise - and a telling one - was the inconsistency between the celebratory tone of the images and the deep doubts expressed by almost all those interviewed, even close friends and family. Pound remains an enigma and readers will still

need to turn to critics like Hugh Kenner or Donald Davie.

Later items in the series have showed more promise. "Breaking" and subway graffiti are a gift for television and, even if we don't accept Norman Mailer's rather windy philosophy in *The Faith of Graffiti*, still of considerable artistic and sociological interest. The medium of choice in New York these days isn't oil or even acrylic but felt-tip ("Magic Marker" as they like to say) and the kind of "instant" art featured in Henry Chalfant's "Style Wars" has blown a breath of welcome ozone through an increasingly stale American art establishment.

Just as the Abstract Expressionists and the New York School, subject of the third film "Painters Painting", did in the late 1940s and 1950s. Critic Mary McCarthy had said rather sniffily of Action Painting that it was not possible to hang an action on a wall. The excitement of this work, though, does remain in its gestural exuberance and discipline. One of the most fascinating of all documentations of an artist's work is Hans Namuth's film of Jackson Pollock at work on one of his "drip" paintings (and as unselfconsciously removed from the Albee nonsense as could be imagined).

At the very end of the series is another excellent example of coverage of an artist at work, one that again helps counterbalance the sense of creation as something that takes place in an individual's head. Philip Glass is rapidly becoming a regular Channel 4 fixture; Michael Blackwood's film, unlike Peter Greenaway's earlier, is concerned with the first staging of Glass's most recent opera *Akhnaten*, which was recently performed in London. We've become used to the Jonathan Miller approach with the established classics; how though does an entirely new work emerge?

The fourth and fifth films feature French film-maker Agnes Varda's account of the Los Angeles riots, the West Coast equivalent of the subway graffiti and, sadly topped by a documentary on the Living Theatre, the shockers of the 1960s, founded by Julian Beck, who died very recently.

"Another America"? Perhaps, but all in all depressingly like the familiar one.

## Natural

Edwin Mullins: A Love Affair with Nature.  
Penguin £14.95. 0 7148 2404 6  
Love Affair with Nature.  
Channel 4.

For Edwin Mullins, the nature with which the British have had a love affair is not human but "the world about us". Opening his book and television series with a landscape painting, he notes that "It can be no accident that the nation now most fervent in the field of conservation should be the very nation which created the Industrial Revolution", implicitly recognizing the impurity of our collective passion and suggesting that this grand amour is

probably a much more recent phenomenon than the 8th-century illuminated manuscripts that provide his earliest examples. To what extent our pre-18th century sentiments were stronger than or different from those of other nations is never properly answered.

Of course, the book and the television programme are not the same. The camera can move around a building or garden and despite some awkward shifts from real locations and objects to static prints and paintings, many more visual images appeared on the screen than are provided on the page. But if references to Plato, Aristotle, Augustine and Aquinas were judged more suitable in print than in the spoken commentary, the naked girl wandering in the shubbery in the programme "Nature in Flower" was an unjustified appeal to vulgar male instincts, however

er much Victorian gentlemen may have equated virgins with unpicked blooms.

Fortunately, embarrassing moments like this were few and better done by showing the blossom-covered female body in an Elliot poster for leather boots. Best of all, perhaps, was Mullins in a hot-house explaining how Joseph Paxton had not only grown from seed the giant Lily, *Victoria regia*, but had been inspired by its ribbed structure to design the famous iron and glass Crystal Palace, in which were exhibited to many industrial producers items that mimicked the shapes and forms of nature. This was excellent television, nicely timed to suit pupils home from school and causing one to temporarily forget any doubts about the central thesis.

Michael Clarke

## Radio China talk

Not every school chooses China as the destination for its school trip, and not every school trip takes the school musical along in its rucksacks. Indeed, the party from Sidney Stringer School and Community College, Coventry, was (unless of course you know different) the first ever western school group to visit China.

From Happy People, compiled and produced by Jim Lee (Merida Sound), it seems to have been a horizon-breaking experience, with such sights as the old Chinese women, their feet still showing the signs of having been bound in their youth, climbing 4,000 feet to worship at a mountain shrine; all 2,000 pupils of one school engaged in their twice-daily compulsory PE; and a street market. "They're... entralls!" "It's a whole liver." "And tails. Aagh!"

Something of a novelty for this type of radio programme, it was almost devoid of interviews. Instead of the

"Now tell me, what do you make of this?" approach, it used actuality with a minimum of narration, the whole being backed by music drawn from the school's own play and a variety of other sources.

At times it was frustrating. "Why isn't this programme properly packaged?" you wondered. Yet it was compelling listening and few radio programmes have engaged me so actively in providing mental pictures of the action - such as when three boys were stuck in an hotel lift. Who was that saying so calmly, "No problem?"

The school party sounded genuinely humbled by the warmth of their welcome and the politeness of the Chinese but there were moments of frustration. A young voice complained of being gawped at in the street. "They don't see many white people," explained a teacher. "Or black," said a Coventry voice. Another boy remembered the indignation their visit to Peking cost. Of the Chinese visitors to the zoo. "They never went to see the pandas. They went to see us. 'You know what our music? Boy George?' 'Aah! Sing syno, yes.'"

David Self

## YMSO

Young Musicians' Symphony Orchestra  
Royal Festival Hall, October 15.

With most professional orchestras experiencing cash-flow problems it is hardly surprising that the YMSO should be embarking upon a campaign to broaden its sponsorship. The orchestra was formed in 1972 with the aim of giving young musicians in London colleges a chance to perform in a professional environment. Cash is needed for tours outside the UK, for more ambitious programmes and for new commissions from young composers - and for more tours in the provinces.

The orchestra's London season opens with an all-Brit programme. Conductor James Blair drew the very best of the young players who, when

faced with the none too easy task of achieving a fresh individual sound in the familiar Cockaigne Overture and Enigma Variations, soared to melodic and emotional heights without losing any of the wit of the composer and lighter mood. Communication and balance between the various sections of the orchestra was excellent, and it was good to see Shell scholarship winner Karen Jones as principal flute. The middle work was rather than romantically by Barry Griffiths, none the less with plenty of drama in the exciting finale.

Future programmes in the London season, sponsored by Unilever, include Prokofiev's Sinfonia Concertante for cello and orchestra (Barbican, November 13), Haydn's Nelson Mass (St John's Smith Square, December 3) and Tchaikovsky's December No 4 (Barbican, January 22).

Philip Davidson

## ARTS

# Bold strokes for feminism

The Grace of Mary Travers. By Timberlake Wertenbaker. The Royal Court Theatre. Particular Friendships. By Martin Allen. Hampstead Theatre. Command or Promise. By Debbie Horsfield. National (Cottesloe) Theatre. Basia. By Jacqueline Mulder. Royal Court Theatre Upstairs. Camille. By Pam Gems. Comedy Theatre.

Hogarth's seminal picture series "The Rake's Progress" appears in feminist guise in *The Grace of Mary Travers*. Written in 18th-century pastiche style, with characters named Hardong, Temptwell, Exrake formulated aphorisms, it traces the downward progress of blue-stocking Mary Travers. A first for knowledge drives her from home into a life of debauchery and crime, "craving distraction from another end of round of puny private vice". Thus she hires a male-prostitute, gambles recklessly, drinks excessively and (the ultimate challenge to male domination) purchases an act of lesbian cumilation for all to see. She becomes a diseased whore incestuously servicing her own father,

finds salvation in Tom Paine idealism and grace when that is swamped by the Gordon Riots.

It is a play crowded with incident, self-consciously literate, determined to challenge traditional views of women and to demonstrate men's evil stronghold on society. A bold stroke for feminism, it doesn't quite succeed. Well acted by a good company, with a bravura performance by Harold Innocent as Exrake, it is always interesting, sometimes amusing, but finally loses its way in a welter of confused ideas.

More female trouble in *Particular Friendships*. Television producer Lorna, 40-plus, is her boss Jevon's mistress. For her series "Women At Work" she commissions a programme on a spectacularly successful advertising agent who has become a nun. Working on the programme with her new PA Anne (fortuitously an ex-nun), she questions her lifestyle and her unpopular boss-woman image. Their friendship threatens Jevon of Lorna's life: "Getting programmes out on time is your forte, not making friends." "Stuck, well-made, clever, amusing, beautifully designed (Sue Plummer) and acted, its exposure of the world of television programming is less

than skin deep. Like the programmes it questions, *Particular Friendships* only flirts with serious ideas.

More substantial, *Command or Promise* continues the stories of Nita, Beth, Phil and Alice two years after *True, Dare, Kiss*. Nita's success is threatened by her desperate efforts to retain Danny's interest. Beth's violence breaks out and she breaks up attempting suicide, because boyfriend Kaz comes home blinded from the Falklands. Phil gets an unlikely first in Eng. Lit. and turns down sub-editing *Cosmopolitan* for cub-reporting in Manchester. Alice is being dated again. This and more unfolds in a multiplicity of short scenes which require actors/stage-hands to race on and off with essential props keeping things going helter-skelter. Beth (Lesley Sharp) is a real creation, a brilliant mouthpiece for the agony of unemployed youngsters. The rest are well observed women who hold together against the awfulness of men: a slice of theatricalized life as pointless as its "Wendy" ending.

Not so well written, more serious in purpose, *Basia* examines female friendship as an argument for lesbian love. Fringe company actress Susan

falls for everybody's friend Mona and, overcoming her initial revulsion, sleeps with her. They become lovers. Man-hungry Michelle is disgusted, sets out to destroy their relationship, but womanly solidarity brings her round. *Basia* takes its title from the vaginal douche given to all Dominican girls even before puberty: it is a sign of women's togetherness and of their subservience to men. Jacqueline Rudet lauds the one and lambastes the other with extremist statements on both sides. More argument than play. *Basia* seriously questions black (and white) sexual mores, in particular women's identity as men's sexual machines.

*Camille*, transferred from its sold-out success at Stratford, examines women as purchased sex-machines, transforming Dumas' high-flown romance into fleshly reality. Forget Garbo and Taylor, Fonteyn and Nureyev. Gems goes for the real Marguerite and Armand. She is common, he is ugly, but their overwhelming desire consumes them - gnawing at him after she dies. Frances Barber and Nicholas Farrell play them to perfection.

John James

## Family ties

Love Me Love My Locks. By Anthony Vidal. Mister Big Is Coming to Town. Zip Theatre company, Grand Theatre, Wolverhampton. The Wheelchair. By Stephen Harcourt. Five Acts to Kill A Love. By Catherine Landon. RSC. The Other Place, Stratford Upon Avon.

Family conflicts are a recurring theme in the "one act plays selected for performance in these two recent young playwrights competitions. But if the themes are similar, there is a glorious diversity in the styles of handling them, from the Pinteresque essence of Stephen Harcourt's *The Wheelchair* in which the repetitive patterns of everyday speech and gesture slowly build to a violent and morbid climax, to the warmly satirical fun of 19-year-old Anthony Vidal's *Love Me Love My Locks*. Vidal has exploited the comic potential of vernacular speech in the Jamaican patois of a hot generation, immigrant family, in Wolverhampton. Not only is the off-beat English a source of humour, it also subtly undermines the generation gap, with mother and father as simple bawdy woodmen given the sophisticated teenage children, who behave precariously and hilariously between the two cultures.

This play, needing the authentic West Indian touch, was capably acted by the members of the Salina Youth Club Drama Group, (in Wolverhampton) for whom Vidal had written it. All the other plays in the two competitions were interpreted by the professional actors and directors of the relevant theatre companies, with professional staging and lighting.

The writing benefited enormously from this expert presentation which enhanced the freshness and liveliness of the ideas. None more so than in *Mister Big Is Coming to Town*, from the 12-to-14-year-olds at Wolverhampton. The five winners in this category had been invited to devise a composite production with Zip's actors and the result was a delightful piece of unblinded, knock-about comedy in which various members of the police force, heavily in disguise, believe they are pursuing each other.

Pure fun too, is 17-year-old Rachel Thomas's, *The Roaring Twenties* in which the old chestnut of satirizing the recording session of a radio play is given a Pirandellian twist in which the characters in the script and the actors in the studios, the dialogues and the stage directions, become inextricably blurred. The RSC actors grasped its cast list of caricatures with glee, exploiting every ounce of the script's broad, rich comedy.

They also found comedy at the heart of *Five Acts to Kill A Love*, 18-year-old Catherine Landon's *crie de coeur* of the misadventured teenager warring battle in the long-running guerrilla campaign of family life. The juxtaposition of Elizabeth's internal monologue, with its heroic style, and the banal, small-talk and wrangles of her family, satirize in one blow the pettiness of the adult defending its authority and the epic dimension of each brawl in the mind of the adolescent freedom fighter.

The play also provides a cautionary voice to the interpreters of young people's writing. "They laughed in all the wrong places. It's not funny, you did hitting you like that" said Catherine Landon, admitting that she had written the play "to get something out of my system".

Ann Fitzgerald

## Cocktail

The Comedy of Errors  
Shrewsbury School.

This production of Shakespeare's cocktail of loss and finding of identity is much to be applauded. Leading perhaps rather too heavily on Trevor Nunn's original RSC production of 1976, we were presented with some extremely well coordinated and vivacious team work.

In so young a cast, a little subtlety here and there, especially in Woolfenden's highly vibrant musical adaptation, is excusable. One's immediate responses inevitably are to single out the salient panoramic antics of the two Dromios (Tom Kington and Nick Murphy) whose athletic agility was so spontaneously entertaining (through some slackness between the impact of boot on striped trousers and back and

the leap into the air jarred). The restrained playing from Alastair Clegg and Ben Dunwell (the twins Amphiphus) as the spanners of the ever-evolving plot was particularly pleasing and there were two deliciously amusing characterizations from Charlie Tuks as the bemused hysterical police officer and Mark O'Leary's fey goldsmith. Kate Rodondo as Adriana and Esther King as her sister, Luciana, refreshingly uncluttered.

There were, perhaps, areas vocally where more intense rehearsal in variety of paces and power, in light and shade of voice would have lifted the production. But this must not detract from the fact that, underpinned by some admirable choreography, minor acting business, and lusty instrumental orchestra work, this was an evening of colourful and engaging Shakespearean farce.

Paul Bench

## Cabaret

Making the Breaks  
Donmar Warehouse.

Young people's cabaret is a lot more dangerous than young people's theatre. If the comedy isn't funny, well timed, fresh and true, death will loom unforgivingly from the stalls before you can say Ben Elton. There was a fair amount of this sort of looming on the Cabaret night of the GLCILEA's youth arts festival.

Theatre East, a YPT group from Newham, took the fact that this was a GLC event to heart, doing sketches about nuclear war, women, the police, women, nuclear war and so on. For example, after a fairly straight version of the old Shangri-Las' hit "Leader of the Pack", the girl MC said "Isn't it amazing that 20 years ago, no one would have questioned a song like that?" No it isn't. Then there was the usual Play School spoof, the usual quiz show spoof, a (refreshingly funny) tennis sketch between two women which might have been called "one-up-personably" ("I make my own Muesli every morning." "Well I grow my own nuts...") and finally some beautiful songs Billie Holiday songs. A fair bit of writing and performing talent here, and an awful lot of dead wood - but that's the trouble with cabaret. You don't know whether it is dead wood until you try it out for an audience.

Woolf from the Isle of Dogs, was slightly less of an alternative *Gang Show*, with more risks taken and more outlandish gags. They couldn't resist the *Star Trek* spoof or the old quiz show take off, though. Woolf also featured two stand-ups - one very promising and one who should stick to being a customs officer. The promising one, Alan Glibey, started as a rather podgy space hero, Captain Quasar. On close examination his hi-tech space outfit was made from BMX spare parts and his gun was a combined sauce bottle and egg whisk. After some ridiculous space talk, he stripped Captain Quasar away to reveal the sort of wimp whose adolescence is arrested by watching too much junk television. Some deft (and daft) observation here. The final monologue, delivered by a double-barrelled lady who had just been sacked from a radio programme called *Radi Party* and was getting drunk on wine to celebrate, traced a few bull's eyes as well, but like Theatre East, Woolf could have done with a thorough clipping.

Nick Baker

## Ambitions

Songs For Stray Cats. By Donna Francis. University Theatre, Manchester, until November 9, then Donmar Warehouse, London. Macbeth. Haymarket Theatre, Leicester, until November 16.

Despite a slow opening and a rather obviously symbolic search for a lost factory pun, *Stray Cats* is a worthwhile look at the ambitions and frustrations of young people bruised by experience in a hard-up society. The rock songs are appealing, the hefty Glaswegian accents a considerable barrier for half

and hour or so. No such problem at Leicester where Bernard Hill's firmly Lancastrian thane and Julie Walters' rather RADA Lady Macbeth have clearly been cast with an eye to young audiences. The set is dominated by huge spiral staircases with platforms. It is an impressive after Duncan's murder where the play catches the nerves like the thriller it once, in part, was. And it is surprising how Lady Macbeth's suicide becomes more macabre simply because we have just seen her rushing silently into the depths.

Hill's thane makes good sense of Macbeth's decay, from playful mook-battle with Banquo to weary struggle against Macduff, giving up the fight he could have won. Julie Walters is physically energetic but with an inflexible handling of the most intense verse.

## CHILDREN'S LITERATURE

The Fairy Rebel. By Lynne Reid Banks. Illustrated by William Geldart. Dent £6.95. 0 460 66178 X.

Rose-petal faeries are, currently, rather less in fashion as literary bait for 8 to 12-year-olds than more aggressive stuff like *Fighting Fantasy*. Yet Fairyland too has its share of tyranny, torture, imprisonment. And all reduced from recognizable dimensions to something so teeny-weeny you can scarcely see it. Lynne Reid Banks has explored this before in *The Indian in the Cupboard*, her moving and entirely credible account of a two-inch plastic Red Indian who becomes real, as does

the miniaturized settlement laid out on a bedroom floor. Like any child playing with small-scale toys, the keeper of the Indian believes he has controlling omniscience. But unexpected tensions develop as mini-man and boy-giant jostle for authority.

For all her idiosyncratic ways, tiny Tili, rebellious fairy, isn't half as charismatic a character as the plucky Indian. Her human contact is not a child but a lame, lonely doctor's wife. Fairy and woman are both too sweet-natured and understanding of one another's problems for their relationship to develop an interesting edge. However, Lynne Reid Banks always writes so clearly and compellingly that one really does want to find out if, in the vicious dictatorship of Fairyland, Tili will fade away from a deficiency of nectar, will be tormented to death by trained killer wasps, or whether Right will triumph.

Rachel Anderson

Timothy Ramsden

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## MEDIA

## Job talk

Nick Baker listens to teenagers talking on careers options

**SCHOOL RADIO**  
Teenagers Talking... Work  
BBC Radio 4 VHF  
Friday November 15  
00.30am.

There's little doubt that careers education is moving further and further down the age range in schools. Fourteen-year-olds need to be equipped with knowledge and understanding of the changing, shrinking world of employment long before they are called upon to make personal choices. For teachers, this early careers education means stating and re-stating the obvious about what choices are available.

Programme one in this BBC series does the job efficiently and interestingly, using the words of young people who for the most part have had positive school-leaving experiences. There are few better descriptions of job satisfaction than that given by the motor mechanic about his apprenticeship: "I've always liked taking things apart, and finally I've learnt to put them back together," he says cheerfully, before going on to make the traditional warnings about being a bit of a greasy monkey. The programme rightly points out that apprenticeships are poorly paid and very hard to come by, so if you want one you have to start early.

The same sort of approach is used when talking about the other options—YTS, staying at school and, to an extent, about unemployment. The

**"The hardest careers message to communicate is side-stepped here... In the words of the song, 'you can't always get what you want'."**

programme dares (I'm happy to say) to challenge the notion that "unemployment is not an option" as a result of the spread of YTS. Programme one is very much an orientation exercise, and as such is as useful as a personal listening tape on the careers room shelf (along with the useful if dully-presented fact sheet) as it is for group listening.

Programme two, broadcast directly after, is more specific and aimed at those closer to the process in terms of time. Part of it deals with appearances, and wisely dodges telling listeners how to dress to get a job. "I'm a normal

person... I eat, I sleep, and I drink. I just do it with a different hairstyle," says one girl. A boy tells us that having tattoos is a disadvantage if you're trying to get into the Merchant Navy. But the moral issues are left for the listener to decide on. Willingness to sacrifice sartorial principle for expediency, is, after all, up to the individual.

However, this second programme is too reliant on clips from the MSC's video *Game for a Job*, which uses an entertaining if rather old-hat TV quiz show format to make careers fun. Neil, who appeared in the video, actually got taken on by the television company who made *Game for a Job* after plenty of letter writing, and is now a video engineer and film editor. Another young man, unemployed for two years after leaving school, has worked as a TV researcher and is now a talent scout for a record company.

The problem is that while singing the praises of these two young men's initiative and determination, the programme doesn't point out that their experience is untypical. The hardest career message to communicate is side-stepped here, somewhat. In the words of the song, "you can't always get what you want".



## Wildlife on Three

**CHILDREN'S TELEVISION**  
*Talking Animal*  
TV, October 1–November 6.

"There is no such thing as a dull or boring animal," says David Taylor. *Talking Animal*, his fascinating new children's series for TV, bore this out. It also raised the man whom the blurb described as an "International Zoo Vet" to the status of star performer, the equal of Tony Soper, Richard Maby, David Bellamy and Sir David Attenborough among television wildlife presenters.

The programme on drums has, naturally, more immediate impact with a wide-ranging selection appearing, including an African drumming ensemble and some young dancers. As in all the programmes, many avenues are left unexplored for teachers to follow up as they desire. Some suggestions are given in the teachers' notes, as are a number of songs and the "orchestra" round, given a multi-tracked rendering by the presenter. The wide-range and high tessitura will make it somewhat unattractive for 6 or 7-year-olds, but if their voices are not already trained, however, it is refreshing to find some programmes introducing music which are neither too didactic nor too proselytizing.

Andrew Peggle

but David Taylor and Ms Arnold were not as lucky as the globe-trotting Attenborough. There were no trips to the Sahara or the African savannah for them. They encountered the "ships of the desert" on the beach at Weston-super-Mare, and fed giraffes on their home pastures at the Longleat Safari Park.

But such limitations only enhanced David Taylor's imaginative use of television. He climbed a step ladder to get a giraffe's eye view of the world, introduced a pantomime camel to emphasize the oddity of the real thing, and all the time went on talking. Crouched on the bench at Weston beside a rather subdued Caroline and Susie (one of the series' little quirks was that all the borrowed animals got their names on the credits), he was quite fascinating about why camels blow bubbles, break wind "from both ends" and recycle urine.

Not quite tea-time viewing perhaps, but those are just the sort of facts which children love and which their teachers will surely be unable or unwilling to tell them. "International Zoo Vet" he may be, but in *Talking Animal* the avuncular David Taylor was also a natural educator.

Hugh David

## Sound play



Certainly the broadcast should be recorded and retained to complement (or even replace) any gramophone recordings that teachers might use. The preceding four programmes lead naturally to the Prokofiev performance, though "trailers" for these are kept to a minimum and they quite readily stand on their own.

The first of the four, "String", leads obliquely into the subject via pattern making with coloured strings, archery

briefings  
radio & tv

For schools

**STOP, LOOK, LISTEN A**  
(Mon 9.47, Thurs 9.30 TV)  
A new programme for seven to nine-year-old slow learners takes them round the supermarket. Looks at what goes on behind the scenes, in the staff canteen and the bakery as well as on the delicatessen counter and at the checkout.

**THINKABOUT**  
(Mon 11.22, Thurs 9.58 BBC2)  
"Keeping Warm" shows five to seven-year-olds what the children in the Workshop do when the central heating boiler breaks down. Encourages them to think about insulation and body temperature.

**LIFETIME**  
**NBS** (Monday, Tuesday, 00.30 VHF4)  
"Coping with Pressure" features themes drawn from problems of social behaviour in personal relationships and family life. Teenagers, parents and professionals offer 13 to 17-year-olds positive ways to cope with worry, pressure from others, drugs and family problems.

**FACTS FOR LIFE**  
(Tuesday, 10.26 TV)  
What help is available for children with "Special Needs"? Here the over-15s see the work of a day nursery, a training centre for handicapped children and a department of Manchester University which shows parents how to teach deaf children.

**TIME TO MOVE**  
(Tuesday, 11.20 VHF4)  
The rest of the term is spent preparing to perform "Aladdin". Six and seven-year-olds learn activities associated with the genie, the magic cave and the wedding.

**SCIENCE WORKSHOP**  
(Wed 9.38, Thurs 10.15 BBC2)  
Bicycles, high chairs and 19,000 dominoes are used to demonstrate to nine to 11-year-olds the meaning of "Stability". Offers advice on how to work out balancing tests.

**SOCIAL EDUCATION**  
**NBS** (Wednesday, Thursday, 00.30 VHF4)  
"You and the Police" is a short series investigating four themes in the light of recent criticisms of the police. Included are the police and young people, crime prevention and confrontation.

**SECONDARY ENGLISH 11-14**  
(Thursday, 9.30 VHF4)  
A dramatized version of the classic story "Treasure Island" by R.L. Stevenson in four parts. This week Jim Hawkins meets the Captain and finds the map of the island.

**MATHS, WITH A STORY!**  
(Thursday, 10.25 VHF4)  
"Squares and Square Numbers" features the Muddleville Chess Championships. Eight to 10-year-olds look for patterns in the sequence of numbers. Computer software is available.

**HOW WE USED TO LIVE**  
(Thurs 11.37, Fri 9.47 TV)  
The years between 1900 and 1912 saw a marked improvement in the health and protection of children. In Bradley Charlotte, teaching at the Elementary School tries to encourage the Selby children to take advantage of the education offered them after 14.

## Continuing education

**PARENTS AND TEENAGERS**  
(Monday, 12.30 TV)  
An eight-part series on the pitfalls and pleasures of family life. How do people learn the "job" of parents? When is it time to "let go"?

**LOOKING INTO PAINTINGS**  
(Wednesday, 18.30 Channel 4)  
This six-part series, produced in collaboration with the Open University, aims to add to our enjoyment of visiting museums and art galleries by looking into the elements that go to make up a painting.

**SPAIN TEN YEARS ON**  
(Thursday, 20.10 R4)  
Forty years of Franco's dictatorship ended 10 years ago. Robert Graham looks at the transition from dictatorship to democracy under Juan Carlos.

## END PAGE

## The Golden Gate to better English

John Bald on a phenomenally successful San Francisco in-service project which is now making an impact in Britain

The American National Writing Project began 10 years ago as a local initiative in the Bay Area of San Francisco, and is now probably the largest in-service training programme ever. More than 70,000 teachers in 45 states attended its courses last year, and six other countries have affiliated projects, including the "Learning about Learning" project, directed by Pat D'Arcy, English adviser for Wiltshire.

Most of the course tutors are teachers skilled in teaching writing who are paid "summer fellowships" at universities to read, write and explore each other's teaching methods. The result has been described by James Gray, the project's founder and director, as "a new professionalism", in which the expertise of teachers is recognized and complemented by that of the universities.

An independent evaluator, Paul Diederich, of Education Testing Services, New Jersey, was more emphatic, saying that the project had "stirred up English teachers to an extent which I have seldom if ever seen", and that it had "started a movement that is sweeping the country".

The work which inspired this enthusiasm was presented by James Gray and by members of the New York City and Bay Area writing projects at an International Writing Convention held at the University of East Anglia earlier this year. The basic format is a workshop in which members typically write for 10 to 15 minutes on a topic which is relevant both to their teaching experience and to an issue which the course team wishes to consider.

The bulk of the session is then closely focused on ideas raised in the teachers' writing, with comments from the course team distributed towards the end. This ensures that each member of the group is in a position to contribute to the discussion. The structure is also designed to be transferable to the classroom.

In one workshop, half of a group of 20 wrote about problems met in marking work, while the remainder described how they felt about a grade-

good or bad—they had received themselves. One wrote this:

"My own tiredness at the end of the day when marking must be done. The feeling that I would much rather be preparing new work. The element of boredom—difficulty of following poor handwriting. Pressure to give an A level or an O level grade—feeling that a child wants a specific indication of what she's going to attain. The feeling that poor essays are a reflection of my inadequate teaching—that some are so poor I do not know where to start commenting."

With very good essays a feeling of inadequacy—here's an aspect of the book not considered before.

The desire to encourage in conflict with the desire to be honest about likely grades.

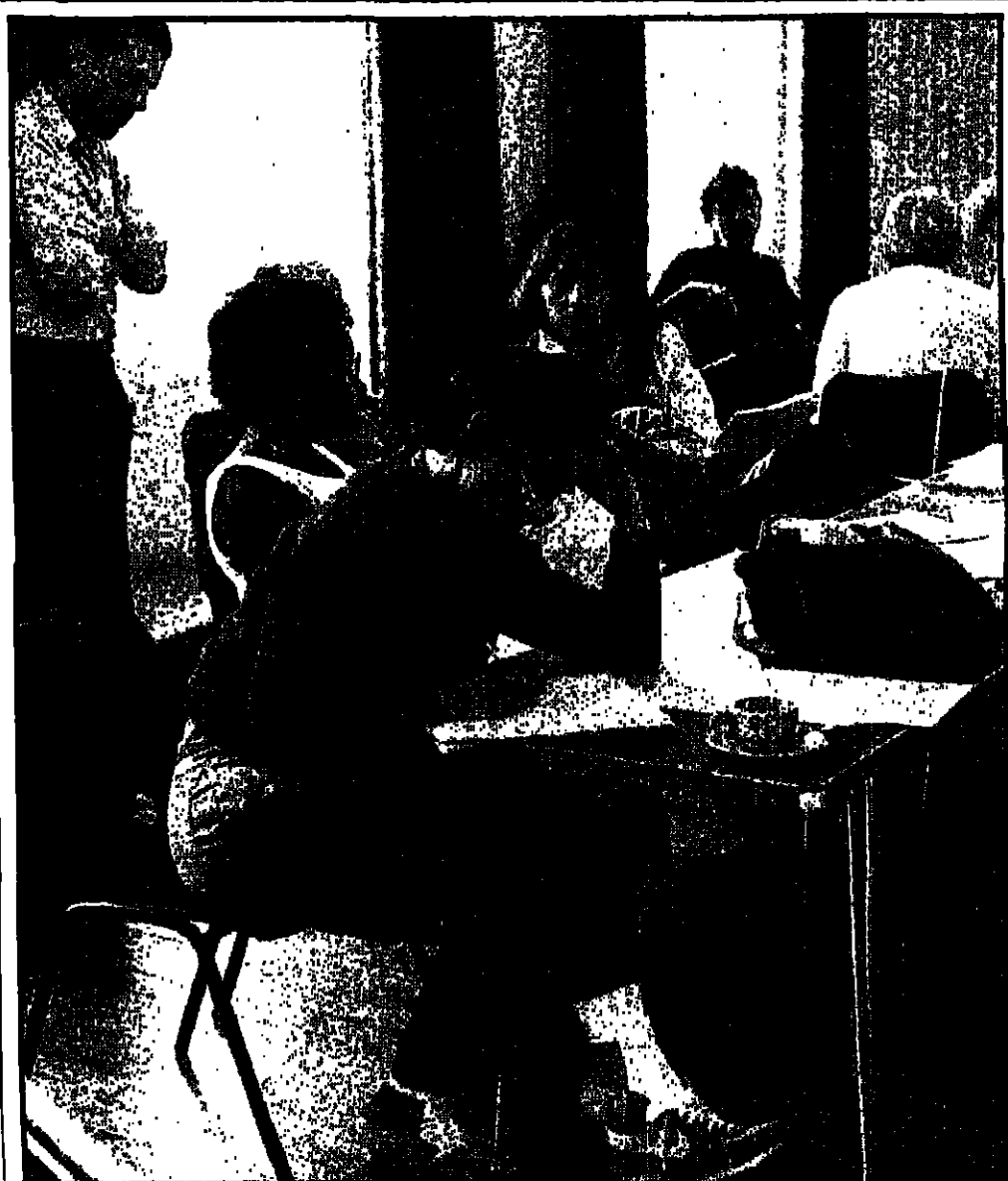
Sadness that a child is not interested in the text for herself—weariness that so much of what is written is derived from imperfectly absorbed critical works.

Lack of time—lack of continuity—knowledge that some work is set because I must set "prep"—and in fact arises out of nothing taught."

Grades received many years previously had left strong impressions, and not only the bad ones. One group member from Australia, who is now a successful writer for children, had been upset at receiving 85 per cent for a university essay with the comment: "The pleasure was all mine." She felt that more detailed appreciation would have distributed the pleasure more equitably, and made written communication less of a one-way process.

We then marked a duplicated essay from a pupil and discussed the comments we had made, and the session ended with a sheet of ideas from the course team. This suggested that issues of editing and composition be considered separately, that teachers should comment in the margin rather than in the text, and not in red, and that writing should be a focal point for discussion between students as well as with the teacher.

Such ideas are not new, but there is consistent evidence in HMI reports to suggest that they are



Course members write for 10–15 minutes on a topic which is relevant to their teaching experience.

still not accepted in many schools, and this workshop clearly established its value as a means of presenting them to teachers.

Unfortunately, however, most of the project's success has been with English teachers. In other parts of the curriculum, results so far are "patchy" says James Gray while Dr Mary Healy, co-director of the Bay Area project described an attempt at innovation by a biology teacher following a summer fellowship, as "depressing".

Dr Healy felt that the teacher had little support from colleagues, and that the ethos of the school, with incessant tests and a heavily loaded curriculum, had led to the relegation of the initiative to homework, after which it had "fizzled out" which seemed to reflect the fate of "language across the curriculum" in this country.

Dr Healy favoured separate groups for subject specialists, and Pam Czerniewska, director of the School Curriculum Development Committee's

National Writing Project, is determined that specialist advisory services must play a leading part in it, although virtually all of the initial proposals from L.e.s. came from English specialists.

Nevertheless, the project's format probably enables it to be used with any group of teachers whose work involves writing and its influence in this country is sure to grow through its connection with the SCDC initiative.

Further details of the National Writing Project are available from SCDC, Newcombe House, Notting Hill Gate, London W11 3JB, and of the *Learning about Learning* project from Pat D'Arcy, English Advisor, County Hall, Trowbridge, Wiltshire.

John Bald is tutor in charge of the Reading and Language Centre, Colchester Institute, Colchester.

## Save the children

David Lee and David Young advocate a new pavement drill for five-year-olds

Children are killed or seriously injured as pedestrians on British roads at a disturbing rate. Over recent years, five to nine-year-olds have suffered on average over 2,700 casualties per year, which is more than four times the adult rate. Clearly, training children how to cross the road safely is an urgent problem.

At present, road safety instruction mainly takes place in the classroom or playground. While this gives children knowledge of traffic at a conceptual level, experiments indicate that it does little to improve their know-how on roads. This is not surprising. One would hardly expect to learn to drive just sitting at a desk. Pedestrians, no less than drivers, require practice to develop skill.

Currently, the only method available to parents and teachers for giving children practice is having them cross roads under supervision. This method has an important limitation, however. Learning any skill entails acting and observing the consequences of the action. Mistakes are inevitably made

and are subsequently corrected; this is an integral part of the learning process. The problem with supervised road-crossing is that the child has to be prevented from making mistakes because the situation is too dangerous.

What is needed is a safe road-crossing situation where the child is free to make mistakes and learn by them. This way the child can properly explore its capabilities and its limitations. In short, what is required is a road-crossing simulation. Just as pilots benefit from training on a flight simulator so would children benefit from training in a road-crossing simulation. It would help them not to deal with straightforward situations but also to forestall emergencies or, when necessary, deal with them.

In an attempt to provide a practicable simulation for children we have devised a "pretend road" crossing task that is performed at the roadside and requires no special equipment. The "pretend road" is simply a stretch of pavement

alongside a road. An adult chooses a suitable site which allows adequate view down the road and erects a short barrier alongside the kerb. The situation is illustrated in Figure 1.

The child stands where indicated and pretends that for each vehicle seen coming along the road there is one in a corresponding position on the pretend road (the pretend road vehicles are indicated by dotted outlines in Figure 1).

The child's task is to cross the pretend road as far as the barrier without being knocked down by any of the pretend vehicles. This means that the child must not be in the process of crossing the pretend road when a vehicle passes the barrier.

The child can thus easily see how well it is performing, where it is making mistakes and where it needs to improve. The adult supervisor can likewise assess the child's ability and judge when it is safe to introduce the child to crossing real roads.

Our experiments have shown that five-year-olds can readily understand the pretend road crossing task and perform sensibly on it. Furthermore, after but a few short training sessions, the children improved markedly in their ability to make efficient use of gaps in the traffic. In general, the five-year-olds developed a degree of competence normally shown by older children, whose experience on roads puts them at lower risk.

This suggests that pretend road crossing, which allows children to safely explore and develop their capabilities more fully than when actually crossing roads, would be a valuable addition to road safety training, whether supervised by parents or professional instructors.

David Lee and David Young work at the University of Edinburgh department of psychology.

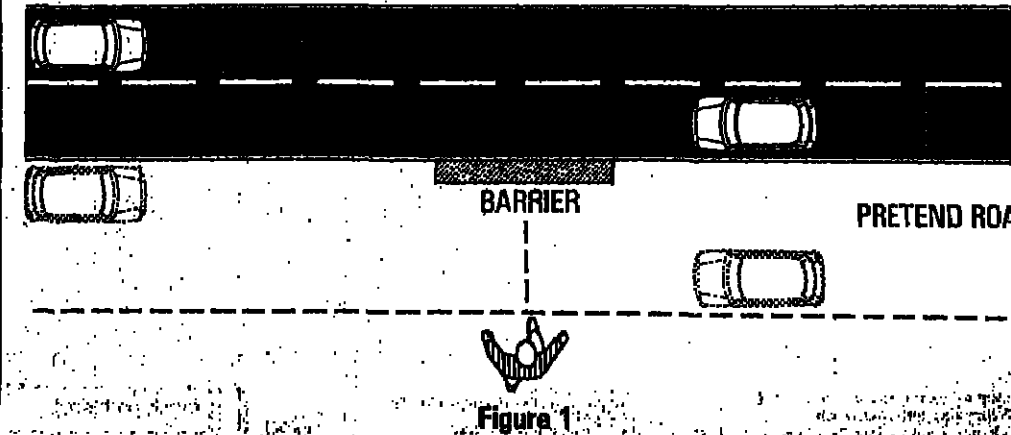


Figure 1



# Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

## Appointments vacant

### Nursery Education

Headships 39  
Other Appointments 39

### Primary Education

Headships 40  
Deputy Headships Senior Masters/Mistresses 50  
Heads of Department 51  
Scale 2 Posts 51  
Scale 1 Posts 52

### Middle School Education

Headships 54  
Deputy Headships Senior Masters/Mistresses 54  
Craft Design & Technology 54  
English 54  
Modern Languages 54  
Music 54  
Physical Education 54  
Religious Education 54  
Science 54  
Other than by Subjects 54

### Secondary Education

Headships 55  
Deputy Headships Senior Masters/Mistresses 55  
Remedial and Special Needs Teaching Posts 56  
Art and Design 56

Commercial Subjects 57  
Computer Studies 57  
Craft Design & Technology 57  
Economics & Business Studies 58  
English 58  
Geography 59  
History 60  
Home Economics 60  
Humanities 61  
Mathematics 61  
Modern Languages 63  
Music 64  
Pastoral 64  
Physical Education 64  
Religious Education 65  
Science 65  
Social Studies 67  
Speech and Drama 67  
Other than by Subjects 67

### Sixth Form and Tertiary Colleges

Scale 2 Posts 68  
Scale 1 Posts 68

### Special Education

Headships 68  
Deputy Headships Senior Masters/Mistresses 68  
Heads of Department 68  
Scale 2 Posts 68  
Scale 1 Posts 69

### Appointments in Scotland

74

### Independent Schools

Headships 70  
Deputy Headships Senior Masters/Mistresses 70  
Art and Design 70  
Classics 70  
Computer Studies 70  
Craft Design & Technology 70  
Economics & Business Studies 70  
English 70  
Geography 70  
History 71  
Home Economics 71  
Mathematics 71  
Modern Languages 71  
Music 71  
Pastoral 71  
Physical Education 72  
Religious Education 72  
Science 72  
Speech and Drama 73  
Other than by Subjects 73

### Preparatory Schools

Headships 73  
Deputy Headships Senior Masters/Mistresses 73  
Classics 73  
Mathematics 73  
Physical Education 73  
Science 73  
Other than by Subject 73

### Colleges of Further Education

Directors and Principals 74  
Heads of Department 74  
Other Appointments 74

### Polytechnics

Other Appointments 76

### University Appointments

Fellowships, Studentships and Research Awards 76  
Service Colleges 77

### Colleges of Higher Education

Other Appointments 77

### Adult Education

77

### Community Homes and Associated Institutes

Other Appointments 78

### Youth and Community Service

78

### Overseas Appointments

79

### Administration

Local Education Authority 81

### Administration General

83

### Educational Psychologists

83

### Examiners

83

### Ancillary Services

83

### Miscellaneous

84

### Outdoor Education

84

### English as a Foreign Language

84

### English as a Second Language

85

### Properties for Sale and Wanted

86

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## Nursery Education

### Headships

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LONDON BOROUGH  
REQUIRED APRIL 1986  
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SCHOOL  
Hampden Way, Osidge Lane,  
Barnet, Herts. EN4 3JL  
Roll 70  
HEAD TEACHER - GROUP 2  
Applications are invited from  
suitably qualified and experi-  
enced Nursery Teachers.  
Removal expenses and  
separation allowances avail-  
able.  
Application forms and further  
details (a.s.e.) obtainable from  
the Director of Education,  
Educational Services, Town Hall,  
Priory House, 111 St. John's Lane,  
London EC1M 4BX, by 28th  
November 1985. 100010  
(95745)

**HUMBERSIDE**  
COUNTY COUNCIL  
HUMBERSIDE EDUCATION  
COMMISSION  
Required from April 1986  
FOR  
MILTON NURSERY  
SCHOOL  
Firth Avenue, Hull, North  
Yorkshire  
Group 2 N.O.R. 90 place  
Full-time part-time and 25  
full-time at present.  
Application forms and fur-  
ther details are obtainable  
upon receipt of a stamped  
envelope, from the  
Director of Education (H.O.  
200), County Hall, Hum-  
berside.  
All applicants are con-  
sidered on the basis of their  
qualifications and experi-  
ence. Disabled candidates whose  
applications have the written  
support of their D.O. will  
be guaranteed an interview.  
(95355) 06010

## Other Appointments

### BRENT

LONDON BOROUGH OF  
STONESTRIDGE INFANTS  
SCHOOL  
Stonestrade Avenue,  
Hendon NW10 8ND  
Roll 60 and 600  
Social Priority School  
Required for January  
TEACHER (Scale 5) to be  
in charge of newly built  
Nursery Unit. The Unit is 30  
places, with provision for  
extended day places.  
London Allowance of  
£1058 per annum is payable.  
Brent is an Equal Oppor-  
tunities Employer. Brent is fun-  
damentally committed to  
Multi-cultural Education.  
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application forms (a.s.e.)  
obtainable from the Head-  
teacher returnable within 14  
days. Arrangements will be  
made for all interested candi-  
dates to visit the school/unit  
if they so wish. Please tele-  
phone for an appointment.  
Please note that separate  
arrangements will be made  
for all SHORTLISTED candi-  
dates to visit prior to inter-  
view. Travelling Expenses  
will be paid to shortlisted  
candidates only. 100026  
(14076)

**CAMBRIDGESHIRE**  
EQUAL OPPORTUNITY  
EMPLOYMENT AND  
NURSERY SCHOOL  
Norfolk Road, Wisbech PE13  
8AP  
Head Teacher: Mrs S.L. King  
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1986 OR SOONER IF  
POSSIBLE.  
Applications invited from  
experienced and committed  
infant trained teachers for a  
Scale 2 post. Job duties in-  
clude teaching and supervising  
in either of the following cur-  
riculum areas: Language, Lan-  
guage, special needs, and  
further details available from  
the Head Teacher at the  
above address (a.s.e. first  
class) to whom they should  
be returned by 22nd Novem-  
ber 1985. 100026  
(95355)

**EALING**  
LONDON BOROUGH  
EDUCATION SERVICE  
ST JOHN FISHER R.C. FIRST  
AND MIDDLE SCHOOL  
Stratford Road, Perivale,  
Middlesex UB8 7AF  
Tel: 01-888 9550  
Required for January 1986, or  
as soon as possible thereafter for a  
suitably qualified and enthus-  
iastic Nursery Teacher to be  
responsible for this newly  
established 30-place (morn-  
ing and afternoon) Nursery  
Unit. Commitment to parental  
involvement and the Catholic  
 ethos of the school is essen-  
tial. Visits welcomed. Scale  
4 £1,038 London Weighting.  
Application forms (a.s.e.)  
from Head, to be returned by  
22nd November 1985. 100026  
(94800)

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DIRECTORATE OF  
EDUCATIONAL SERVICES  
RAVINGDALE SCHOOL  
SAVINGDALE  
Warren Street, Savile Town,  
Leeds LS16 7AF  
Required for January 1986 a  
teacher Scale 1 with nursery  
training/experience for this 30  
place nursery school.  
Application forms (a.s.e.)  
available from the  
Director of Educational Ser-  
vices (Ref. P1) Oldgate  
House, Oldgate, Hudders-  
field HD1 6GW, to whom com-  
pleted forms should be re-  
turned within 14 days of the  
appearance of this advertise-  
ment in the press.  
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ployer. (95355) 100026

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suitably qualified teachers for Scale 1 full-time, part-time,  
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PRIMARY  
SECONDARY**  
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EO/782, Room 87, Main Building, County Hall, SE1 7PB.  
Tel: 01 633 7830 or 01 633 2101.  
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (9019)

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Scale 2  
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and the Authority is looking for candidates with commitment to  
meeting the educational needs and the day care needs of the under  
fives from socially deprived backgrounds through co-operation  
between council departments.

Applications are invited from teachers who have completed their  
probationary period and preferably have some further experience  
in nursery education. The teachers appointed will be attached to  
the Oliver Thomas  
Nursery School, Matham Avenue, E6 and will be professionally  
responsible to the Head Teacher of that school.

For an informal discussion about this post please contact  
Ms. V. Pickford, General Adviser for Early Years, Education  
Department (Tel: 834 4545, ext. 5724) or Ms. P. Gilbert,  
Officer in Charge, Canberra Road Children's Centre  
(Tel: 470 3515).

London Allowance £1038.  
Application forms/further particulars (a.s.e. please) available  
from The Director of Education to whom completed forms should  
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Education Office, 379/383 High Street, Stratford, E15 4RD.  
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BOROUGH OF  
NEWHAM**

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### NURSERY EDUCATION

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Education Service  
11, Albany Road, Southall,  
Middlesex UB8 3BX  
Tel: 01-878 6769  
Required for January 1986 if possible, an enthusiastic nursery teacher for this group of 30 children. Candidates should have commitment to parental involvement and to working in a team situation. First Appointment teachers will be considered.  
Salary plus £1,038 London weighting.  
Applicants are welcome to visit the school by arrangement with the head.  
Application forms available from the Chief Education Officer, Albany House, 10/11 Albany Road, Southall, London UB8 3BX. Tel: 01-878 6769. Closing date 22 November 1985. (14055)

**NORTH TYNESIDE METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION COMMITTEE**  
**WATSON PRIMARY SCHOOL**  
Watson Road, North Shields NE29 6BX  
Required for 14th April 1986 or earlier by arrangement. **EXPERIENCED NURSERY TEACHER** to run established 10 place unit. Application forms are available on receipt of a.s.a. from the Director of Education, Education Office, The Chase, North Shields NE29 6HW and should be returned to the Headteacher as soon as possible.  
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (55555) 100056

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**SIR JAMES KNOTT NURSERY SCHOOL**  
Percy Square, Tynemouth, North Shields NE29 4AG  
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**BARNET LONDON BOROUGH OF BARNET**  
**MONKFRITH J.M.I. SCHOOL**  
Knot Drive, N14 5NG  
Tel: 01-835 1181  
**HEAD TEACHER - GROUP 4**  
Applications are invited from suitably qualified and experienced candidates.  
Removal expenses and separation allowances available.  
Application forms and further details (a.s.a.) obtainable from and returnable to the Director of Education, Barnet Education Office, 2nd Floor, Barnet Civic Centre, 22nd November 1985. (110010)

## SURREY COUNTY COUNCIL

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## HEADSHIPS

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Worple Road, Epsom

**HEADTEACHER** required from the start of Summer Term 1986 for this Group 4 School for pupils aged 5-8 years. Estimated N.O.R. (January 1986) 190. Salary scale £11,112-£12,384 p.a.

Application forms and further details for both the above posts available from North-East Area Education Office, 7 Monument Hill, Weybridge KT13 8RZ. (7890)

## BROADWATER FARM JUNIOR SCHOOL

Adams Road, London N17 6HW. Tel: (01) 808-5482  
**HEAD TEACHER (GROUP 2)**  
required as soon as possible.  
Applications are invited from suitably qualified and experienced teachers for the Headship of this school of social priority.  
London Allowance £1038 payable.  
Removal expenses — 100% allowed in approved cases.  
Further details and Application Forms (a.s.a.) may be obtained from the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green, London N22 4TY, to whom forms should be returned by 22nd November, 1985. (7878)

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Application form and further details (S.A.E. please) from and returnable to the Chief Education Officer, Education Department, (Post 517) TFM County Hall, Trowbridge by 22nd November.  
**DEPUTY HEADTEACHER POST**  
GORSE HILL JUNIOR SCHOOL,  
Avenue Street, SWINDON, SN2 6BZ  
Head Teacher: Mr. B. T. Cooke  
**DEPUTY HEAD TEACHER — GROUP 4**  
Re-Advertisement  
Required for January, 1986, an enthusiastic and experienced teacher with a good understanding of current developments in primary education. The successful candidate will be responsible for the promotion of the present post-holder to a Headship within the Authority.  
Previous applicants will remain under consideration and need not re-apply.  
Further details and application form (S.A.E. please) available from and returnable to the Head Teacher at the school. Closing date Friday, 26th November, 1985.

**SCALE 1 POSTS**  
**CORHAM COUNTY PRIMARY SCHOOL,**  
Station Road, Corham, SN13 9HU  
Group 5 N.O.R. 250  
**TEMPORARY TEACHER SCALE 1**  
Required for January, 1986, a Junior Class Teacher. An enthusiastic person with a special interest in P.E. and Outdoor Pursuits is sought for this post which is temporary initially with the possibility of becoming permanent in September, 1986.  
Written letter of application and c.v., stating age and giving particulars of education, training and experience and also the reasons and evidence of two referees to be sent to the Head Teacher as soon as possible.  
**REGIS COUNTY PRIMARY SCHOOL,**  
King's Avenue, Corham, SN13 0EG N.O.R. 225  
Group 5  
**TEMPORARY TEACHER SCALE 1**  
Required from January 1986 for the Year 5/6 class of a permanent member of staff, to teach (a.s.a.) Year 5/6 in a Co-operative Middle Unit.  
Application Form from and returnable to the Head by 22nd November, 1985.  
**ST. MARY'S R.C. AIDED PRIMARY SCHOOL,**  
Rowden Hill, Chippenham, SN15 2AH N.O.R. 212  
Group 4  
**TEACHER SCALE ONE**  
Required for January, 1986, an enthusiastic teacher with good understanding of current developments in primary education. The successful candidate will be responsible for the promotion of the present post-holder to a Headship within the Authority.  
Previous applicants will remain under consideration and need not re-apply.  
Further details and application form (S.A.E. please) available from and returnable to the Head Teacher at the school. Closing date Friday, 26th November, 1985.  
**ST. OSWALD'S R.C. AIDED PRIMARY SCHOOL,**  
Exeter Street, Salisbury, SP1 2SG N.O.R. 165  
Group 4  
Required for January, 1986, an enthusiastic and experienced teacher with a good understanding of current developments in primary education. The successful candidate will be responsible for the promotion of the present post-holder to a Headship within the Authority.  
Previous applicants will remain under consideration and need not re-apply.  
Further details and application form (S.A.E. please) available from and returnable to the Head Teacher at the school. Closing date Friday, 26th November, 1985.

## WEST GLAMORGAN County Council

**Education Department**  
**PRIMARY HEADSHIP**  
Applications are invited from suitably qualified and experienced persons for the following post to commence as soon as possible.  
**PORTMEAD PRIMARY SCHOOL**  
Charlton Crescent, Portmead, SA5 6LA (mixed) (310 plus nursery on roll) (Age range 3-11).  
**A HEADTEACHER**  
is required for this Group 6 Social Priority School. (Post Ref: 144/85).  
Application forms and further particulars are available upon receipt of a large stamped addressed envelope from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3BN.  
**THE CLOSING DATE for receipt of completed applications is THURSDAY, 21ST NOVEMBER 1985.**

**"A**fter teaching for fifteen years, I still don't understand what we're trying to do in English or what it's all about." Peter Medway's confession to members of NATE in Coventry not so long ago will surely set off reverberations of recognition in the minds of many teachers of English, at all levels, from probationer to head of department. It is the purpose of this article to argue that a new attempt must be made to clarify the position of this unique subject in its central situation in the curriculum, and particularly those aspects of it which its best practitioners value most, are to be maintained. The vagueness surrounding English often results in programmes that are either impossibly wide or so restricted as to be valueless. The very best teachers exploit the lack of definition. They recognize that in some real sense "doing English" is in some way "about living", that the desameness lies in that place where language and experience come together and that pupils must be enabled to help define the curriculum. In such instances English is of immense personal and social value and is relevant in the best sense of that word. But even then, the problems engendered by the prevailing vagueness are not always avoided. Programmes are often haphazardly wide and lack necessary balance; teachers and pupils lack a clear sense of direction and English comes to be seen as so personal that everyone "does their own thing", with attempts at cohesion and continuity coming only through conversation at breaks — in what David Allen has somewhere called "the coffee-cup curriculum".

Then there are those who cope by drawing in the boundaries. They destroy the essential unity of language by compartmentalizing the various activities of English; the dominant mode tends to be language exercises divorced from meaningful contexts. Language, instead of being something one uses and develops with pleasure, becomes something to be cleansed and corrected. In these instances, with programmes alluringly speedy to organize and work apparently easy to mark, language is divorced from life and work about words is truly irrelevant. One of the cruellest consequences of this lack of agreement about English is that it permits such barren programmes to survive. At present there is no general agreement about the role of English which would provide a rationale by which practice could be guided and monitored. This is partly the result, paradoxically, of that very explosion of language knowledge that has brought such benefits to work in school. The problem lies in the refusal to differentiate between the concepts "English" and "Language" and to examine the relationship between them. HMI has been particularly guilty, using the terms synonymously in a string of documents, culminating in *English 5-16*. Clearly, there is a sense in which the terms are synonymous, but in so far as the term "English" is used to depict a subject of the curriculum, it is equally obvious that it does not mean exactly the same as "Language". To equate them totally tends to dissolve the "subject" into the "medium".

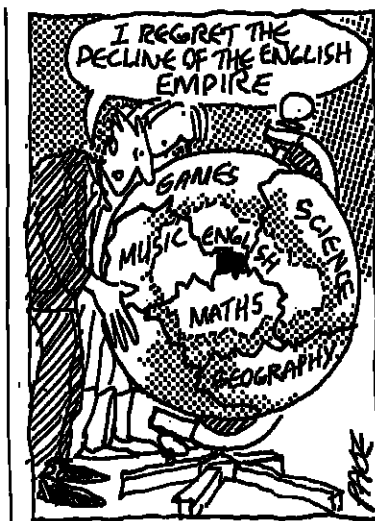
*English 5-16* is essentially concerned with language as a medium of learning in all subjects. English is seen as a "medium of instruction" and English teachers are seen to have "direct responsibility" for something that all teachers are responsible for. For HMI to adopt this stance reaffirms the narrow view of English as a "service station", and genuine language programmes are hindered because teachers of other subjects are encouraged to leave them to the English department — or so suspect what they see as attempts to expand the empire of English that they turn their backs. For English, the implications are grave. As one response to *English 5-16* put it: "English is simultaneously asked to bear the weight of general responsibility for language development in all its aspects and deprived of that particular focus which is its only justification as a separate academic subject; the special attention to work of the imagination". The role of the English teacher becomes unintelligible and dislocated and, even, no longer worth playing. "Many English teachers see no need to distinguish between the kind of work that is done in English lessons and the language element in all learning. Indeed I have heard English teachers express a loss of interest in English as a subject and a preference to involve themselves in... "language across the curriculum or language learning". If such trends continue the days of English as a central subject in the curriculum are already numbered.

A more ominous threat looms from another direction. Almost within days of the appearance of *English 5-16*, John West, the Chief Inspector of Leeds, was advocating that, because so much of English is being done in other areas, we should reduce the time allocated to it. If all teachers are concerned with the "basics" of spell-

# EXTRA ENGLISH

## Sounding the alarm

The days of English as a central subject in the curriculum may already be numbered warns Philip Crumpton



ing, punctuation, etc., and have a responsibility for language in learning, then, if "English" and "Language" are synonymous, "subject English" is left in a particularly vulnerable position. Inevitably, questions are beginning to be asked about what exactly its role and teachers of English must be equipped to demonstrate that there is crucial ground left to English even though some of its traditional demesne is to be shared with other areas.

To argue that West's view is surprisingly naive for a man in his position, will not serve as a long term defence. His statement has serious implications because it is possible to envisage a time when all teachers do accept that language is part of their responsibility and are provided with the expertise to carry it out. We can posit a school where pupils' language needs were being provided for across the curriculum. Then it would not be impossible for pupils to become articulate in the modes of language — without attending any English lessons. Sometime ago,

Gordon Mason, English Adviser for Somerset, pointed out that "English holds its ground by courtesy of O level language" and yet, "Looking at an O level language syllabus... a 5th year class... could be entered for that exam without any preparation in the English lesson and do just as well". Peter Abbs has suggested that traditional English activities like précis and formal composition could more plausibly be done in other subjects where they could operate in genuine contexts. It is being argued more and more that what has been traditionally regarded as English, would relate more logically to other areas of the curriculum — and even creative work and drama have been included in these. The point is not that such views are mistaken, but they make it essential that the unique "core" of the subject is identified. English is fast becoming a beleaguered territory invaded by different enemies coming from different directions, and guarded by people who are not too sure about what they ought to be defending.

There is little sign of relief from without. The discipline of English at university is in disarray and in the present climate it is seen to be an academic area of suspect relevance and marginal priority. In college and school, English is having to face the challenge, prompted by the central shift towards training in policies for education, of TVET and CPVE, of Communication Studies and Life Skills — which, at their worst, are fostering a reductive, instrumental view of language-use, in which imaginative work and literature, in particular, have little or no part.

It may not be possible for very much longer for the centrality of English to be taken for granted. It is becoming increasingly hazardous to leave the impression that "everything goes" in English, and assertions claiming that the subject has no body of knowledge to impart, no definable content,

appear to be increasingly damaging admissions. English as a subject will not disappear, but what actually constitutes it has become a vital political question. Upon the answer will depend its future status, what resources it will be allocated, and — fundamentally, what kind of English curriculum pupils will receive.

So what must be done? There must be a national and local debate to clarify the relationship between "English" and "Language" so that the unique contribution of English to the lives of young people can be recognized. "Even if all the most fruitful language activities were going on in other areas of the curriculum, there would still be a large chunk of the world that would not be dealt with in school". It is that "large chunk" that needs to be elucidated. English departments must try to dig it out by facing up to the need to articulate their aims so that there is a shared focus of activity and a cohesiveness of purpose. In so doing, English teachers should demonstrate the personal, social value of literature and those language concerns which foster the "whole life" of the young person rather than just his or her role as learner. All subjects are concerned with language for learning; the distinctive concern of English is with language for living. This vital role must be skilfully communicated if the message is to be heard. English departments must breathe life into their schemes of work, making genuine documents of working practice and policy, which not only serve as guides to the teachers involved but also let pupils, parents, employers and all other colleagues into the secret. Teachers of English must explain about the "day person" narrow conception of English but they are notoriously bad at communicating the kind they themselves advocate. But teachers cannot do it alone. Specialists in the advisory services and in the tertiary sector must throw their considerable weight and expertise into the challenge facing their subject. If the kind of English that is of real value to the personal and social development of young people growing up in an increasingly heartless world is to survive, we must stop fiddling while English burns.

And the first priority is that we stop using the terms "English" and "Language" as if they were interchangeable. Then, we may be just in time to save the invaluable subject from being finally suffocated by the equally essential medium.

**References**  
1 Peter Medway, NATE Lecture Notes, No.8.  
2 *English 5-16, Curriculum Matters 1*, (HMSO, 1984).  
3 *The Use of English*, Spring 1985.  
4 David Allen, *English Teaching Since 1965*, (Heinemann, 1980).  
5 *The Teacher*, November 1984.  
6 "Where Will All the English Go?", TES, 2nd June, 1978.  
7 Peter Abbs, *English Within the Arts*, (Hodder & Stoughton, 1982).  
8 Peter Medway, NATE Lecture Notes, No.8.  
Dr. Philip Crumpton is General County Inspector (English) Staffordshire.

**HEADTEACHER**  
**Group 4**  
**CHEAM COMMON INFANTS' SCHOOL**  
Balmoral Road, Worcester Park, Surrey  
To commence duties on 9 April 1986  
The school has approximately 165 pupils on roll.  
Further particulars and application forms obtainable from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL (S.A.E. Please).  
Closing date: 21 November 1985 (7808)

## LONDON BOROUGH OF SUTTON

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★ Temporary housing may be available.  
★ Generous relocation expenses in approved cases.  
**HEADSHIP**  
**ST. FRANCIS RC (AIDED) FIRST SCHOOL**  
Pembroke Road, Woking, Surrey  
**HEADTEACHER** required for April 1986 for this Group 4 First School for pupils aged 5-8 years. Estimated NOR January 1986, 218. Applicants must be practising Roman Catholics. Salary scale £11,112-£12,384.  
Applications and further details from the North West Area Education Office, 9 Heston Road, Woking, Surrey, GU22 7EU. Tel. Woking 4311.  
Closing date is 29 November 1985. (Re-advertisement) (7879)

## NEW FROM Hodder & Stoughton

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Playing with language is a useful first step towards writing vivid and exciting poetry and prose. *Word Games and More Word Games*, derived from the popular BBC school radio programmes, introduce a whole series of old and new games — from simple alphabet games to more complex ones introducing language forms such as similes, alliteration, rhyme, rhythm and metaphor.  
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EXTRA

# Questions for the Boards

John Dixon calls for a serious inquiry into A level literature examinations

It is not often that Literature examinations themselves are examined. Of course, each year the boards carry out scrupulous procedures to monitor marking and its effects. And each year schools and colleges are entitled to send the boards their comments on the papers, the questions and the set books – and a few do. But neither of these constitutes a “public examination” in the fullest sense. To achieve that, a representative sample of scripts would be needed and these would have to be submitted to a panel in some way independent of the boards.

A tall order, you may think. But in the late 1970s, a group of teacher and board representatives (serving on the Schools Council) voted for precisely such an examination to be carried out. The results are now published and they raise serious questions for teachers and the boards alike.

With the assistance of a major board, 75 essays were selected to represent B grade standards, 74 to represent D grade standards, and 37 to represent O grade – 186 candidates in all. Each essay was then submitted to (on average) two members of a national panel drawn from universities, schools, colleges and the examination boards themselves. Scotland, Wales, and Northern Ireland were represented along with England, and the panel included such people as L. C. Knights and Barbara Hardy, Harold Gardiner and Ted Wilkinson (staff inspectors for English), and as editors of the two main journals on English training, Frank Whitehead and Leslie Stratia.

What did they have to say? In summary their judgements were as follows: most of the essays showed either “rather thin” or “very thin, weak or negative” evidence of “a genuine encounter with the book, play or poem”. In detail, their commentaries on the “evidence” focused on four problems:

- the lack of personal pleasure and imaginative involvement;
- the substitution, instead, of received ideas, notes, inaccurate annotations and garbled memories;
- a distancing from the imaginative experience, so that what was written

became external, prosaic, tidy, uninspired, routine, stock, mechanical or drilled;

d) the reduction of problems and complexities within the work, in the effort to categorize and classify.

However, you will be thinking, these deficiencies were limited largely to the D and O grade essays, were they not? Is it a natural enough assumption. They could hardly be expected in a B grade student, who after all would stand a very strong chance of gaining entry of an honours degree course in English. If the problems above extended to such students, what value would Literature A level results have for entry to higher education?

Unfortunately, the natural assumption is false. In essays with a mark fully commensurate with their B grade, roughly half the sample were judged to offer either “rather thin” or “very thin, weak or negative evidence”. The detailed results were as follows:

|                                                      |           |
|------------------------------------------------------|-----------|
| Strong or fairly convincing evidence                 | 27 essays |
| Borderline                                           | 10 essays |
| Rather thin, or very thin, weak or negative evidence | 29 essays |
| Disagreement between the two readers                 | 9 essays  |

Statistics, of course, are crude: a much more important result of this examination of Literature A level consists in the commentaries on each individual essay; a representative group of these are made publicly available in Volume 2 of the report. And in the end, I believe, it is the scrutiny of an examination that counts.

These findings in themselves imply that a fuller inquiry should be carried out. This is essential. And the major interested bodies should be similarly

represented – boards; teachers in schools, colleges and universities; the inspectorate, the NATE, and research workers in the field.

However, there is a second finding in the report, and one that equally concerns both teachers and boards. Mixed with the sample of exam essays was a roughly equal sample of coursework, drawn from departments newly starting on an Alternative A level syllabus. Although evidence of provenance (and grades) was removed from all essays, the panel consistently found that, for pieces independently given B or D grade marks, the coursework evidence tended to be stronger. Thus, for the B grade sample of coursework the results are:

|                                                      |           |
|------------------------------------------------------|-----------|
| Strong or fairly convincing evidence                 | 43 essays |
| Borderline                                           | 7 essays  |
| Rather thin, or very thin, weak or negative evidence | 11 essays |
| Disagreement between the two readers                 | 12 essays |

Again, the statistics are crude; it is the detailed commentaries that count (and these are sampled in Vol.2). Unfortunately, what these show, for a minority of essays at B grade level, and for an increasing proportion of D and O grade essays, is that the teachers themselves are encouraging or rewarding some work that shows little or no evidence of “a genuine encounter with the book, play or poem”. And this despite the fact that these teachers were specifically concerned with the effect of examination constraints – concerned enough to take on all the extra work entailed in an alternative syllabus with a coursework component.

It is not simply, then, a reform of board procedures that is in question; it

is a process of education for teachers as well as examiners. “Can we be expected,” the boards may argue, “to carry out such a major reform as seems to be indicated, when in many centres the students are likely to suffer? We have warned year after year against second-hand response and the lack of detailed appreciation, but to no avail, it seems.”

However, these teachers are equally entitled to reply that it is board standards that are nationally recognized and carry the final power; while these standards are deficient or suspect, individual departments would be foolhardy to introduce alternatives. At the same time, it would be sensible to concede that most of us teaching Literature have probably learnt to turn a blind eye – in fact are partly blind – to the serious deficiencies pointed to by the panel. (Indeed, the panel themselves confessed as much, and the introductory seminars held to elucidate what might count as “evidence” proved to be a necessary part of this “examination” in their view.)

How could boards secure, then, standards that some examiners may long have wished to enforce, but feel that they are powerless to introduce? The answer seems simple enough: it lies in the evidence of standards that they make available. What students and teachers alike need to be able to inspect at leisure are sample essays – exemplars – for each grade, together with commentaries that point in detail to the qualities that the grade is rewarding. For the B and D grades, this examination of A level Literature has made a sample of such material available (within Vol. 2). It has also made some first, necessary steps in Volume 1 to articulating the sort of theory of reading and of written response that is needed to support such a task.

With regard to essays on either side of the pass line, however, something more is called for. For the evidence from both exam and coursework suggests that these students (perhaps a third to a half of those who enter) are being graded largely in terms of their failure to respond effectively to difficult questions. The positive lessons they have learnt from a two-year specialist course are not being allowed to emerge. Here, then, we have to consider, not simply the duties of teachers and the boards, but the rights of students and their parents. Is it just, to consider only negative evidence of students’ capabilities? Is that all they have a right to be told about after public examination?

Besides, it is possible that many of the questions set are not only too difficult but also unfair. Thus in a recent survey Leslie Stratia and I, working with a seminar group in the Southern Regional Board, have shown that even at O level the major type of question – the character question – repeatedly carries unwarranted assumptions both about the reading of literature and about the kind of “knowledge” it offers. How far do such questions lie at the root of the weak and negative evidence reported above? The answer, we believe, will come from a serious and unparisat inquiry into the optimum achievements of students, whether in the course or the examination. This is the next step for teachers and boards to carry through together.

1 John Dixon and John Brown: “Responses to Literature – What is being Assessed?” 2 volumes. Schools Council Publications (available from NATE, 49 Broomgrove Road, Sheffield S10 2NA, price £11 including p & p)

2 John Dixon and Leslie Stratia: “Character Studies – Changing the Question?” SREB (available from 33 Carlton Crescent, Southampton SO9 4YL, price 35p including p & p)

John Dixon, now retired, is continuing with Leslie Stratia their joint research on achievements in writing 14-18.

# Extend and imitate

Jim Sweetman argues the case for creative approaches to literary texts in GCSE English examinations

For some time within the confines of CSE coursework and a few Mode 3 GCE schemes a controversy has raged over to what extent pupils’ imaginative writing can be offered as evidence of their understanding of literary texts. To read *King Lear* and to write Edmund’s account of “events” sounds like an acceptable assignment while a story called “The Family” set in an American Oil Corporation sounds more like a response to *Dallas*. The problem is that, in practice, it is quite possible for the latter alternative to say more about waning powers, sibling rivalries and the carving up of kingdoms than the former ever can.

This is one reason why creativity is looked on with scepticism by examining boards but other significant factors are involved as well. One concerns the notion of the Literary Text with a capital L (for Lewis as well as Literature), which was broadly defined as a novel, play or poem which was susceptible to Criticism (with a capital C for Cambridge?) in that it did not collapse under the weight of its onslaught. This circularity between Literature and Criticism lies at the heart of the elitist activity termed literary criticism which is still persisted with by a conspiracy of critics, publishers and institutions.

Also, these same critics have seen themselves as the last bastions of culture in a civilization battered by the onslaught of mass media and mass entertainment so that for them the purity of the text is paramount as something to be defended from the real world rather than encouraged to become part of it.

In theory, it may be argued that their kind of bizarre parlor gaming has very little to do with schools or the education of children, but in practice its overspilling into O Level examining has been very marked. This is in some ways extraordinary, since none of the practitioners of Literary Criticism, still with the upper case, has ever had a good word to say for its bastardized form in the traditional set book examination, which owes more to examinations set in classical languages than English.

The argument over folder work has been won by the radicals and it is now quite clear that sampling a pupil’s work is quite the best possible guide to estimating the quality of his or her writing. However, just because GCSE will welcome folder work or, at the very least, offer it as an equal partner to the terminal examination it may be that it will get away with that, and that alone, so that the set book answer will merely be translated on to A4 and banded into a folder. Then, as usual, children’s reading will be circumscribed and limited by examinations rather than expanded and enriched by schools.

Alternatively, what is required are not only new methods of assessment but new and accredited ways of writing about literature which can exploit the real possibilities offered by examination reform.

In looking at creative approaches to the literary text there appear to be two main processes involved which seek to extend and to imitate the original. In literary history the latter option is perfectly respectable at the level of satire or parody but, in examining

terms, both are revolutionary. They are best employed in addition to the normal procedures which traditional criticism applies to texts such as external categorization and internal analysis. What follows gives some idea of the possibilities which extension and imitation offer.

## CREATIVE APPROACHES TO LITERATURE

**Extending:**  
Writing additional scenes  
Describing the feelings of characters at specific points  
Writing a letter from one character to another  
Inventing a new character or inserting self into text  
Placing an absent character within a situation from the text  
Writing alternative endings  
Writing poetry to express a character’s feelings at a specific point  
Developing a summarily described character’s perspective

**Imitating:**  
Relocating plot in time  
Relocating plot geographically  
Relocating characters in other situations  
Dramatizing extracts from novel or verse-verse  
Parodying or satirizing the text  
Copying the descriptive style of the text in personal writing  
Using titles or sub-titles from the text as a stimulus to personal writing  
Rewriting the text for a different audience

However, in attempting to restore an affective response to literature to what may be termed its rightful place, it is important to realize that, in some quarters, it has never been away. Film adaptations of literature have always taken considerable liberties with the original text. David Lean’s adaptation of Pasternak’s *Dr Zhivago* is considered by many to be an improvement upon the novel, yet it relies upon a character who never speaks in the novel to introduce the action and to give it continuity. Television adaptations of novels, such as John Wyndham’s *Chocky*, have featured the same liberties. The plot in a sequel while *The Royal Shakespeare Company’s* staging of *Nicholas Nickleby* took enormous liberties with Dickens’ text yet is still considered a masterpiece. These are all contemporary examples of the extension and imitation of texts, but there are others which emphasize that work of this kind is not necessarily transient. The operatic works based on Shakespeare are well known, but it should not be forgotten that Dryden, in many ways one of the first literary critics wrote, and justified his own version of *Antony and Cleopatra*. Academic research has suggested that the Lake Poets were only too willing to reword and rephrase each other’s writings and Chesterton’s work “in the style of” Browning and others was enormously popular at the time it was first published.

What this suggests is that the affective voice has been briefly silenced where the Cambridge School and examinations are concerned, but that it has never ceased to speak. The priority now, with the onset of a new system of examining, is to reemphasize clearly



The Royal Shakespeare Company’s “Nicholas Nickleby” took enormous liberties with the plot. Left to right Roger Rees, Suzanne Berthel and Julie Passgold.

its centrality in the pursuit of literary studies. In attempting this I intend to propose a set of criteria based on three main features of the creative approach, which concern the understanding of text as revealed through the continuity, validity and contiguity of the response.

In this sense continuity is associated with the maintenance of meanings from the original text. A creative response can be expected to feature continuity in terms of, some or all of, plot, characterization, theme and style. In this sense, continuity demands a visible extension of the original and the degree to which this is achieved can be intelligibly measured and determined.

Validity is concerned with the way in which a creative response is faithful to

the original text in terms of its insights into characterization or events and its depth of identification with the original where plot and theme are concerned.

Contiguity is a term used to locate the creative response, almost spatially, in relation to the original text. There are degrees of contiguity from merely using the title of a literary work as a stimulus to a total immersion in a closely interrelated narrative, but either may represent an acceptable reaction to the text.

With the help of these three elements it is possible to define an appropriate response. It will be that which shows a deep understanding of the text and which stands in a clearly defined relationship to it, while featuring valid insights and a firm sense of

continuity. It is therefore evident that poorly assessed writing will suffer from discontinuities and contradictions, offer unsubstantiated irrelevances rather than insight and, in revealing a minimal relationship to the original, will underline the lack of understanding which lies behind it and which characterizes it.

In this way, these criteria will also serve to define submissions which are unacceptable. Then the reality can emerge of a new examination in English which is truly innovative rather than merely featuring the return of the old dressed in new clothes.

Jim Sweetman is Chief Examiner for English with the Midland Examining Group. The views expressed here are his own and do not necessarily reflect those of the examining group.

## Writing all around

The National Writing Project is a new School Curriculum Development Committee initiative which will explore ways of developing writing for children of all ages (3-16) and in all subject areas.

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## A few dates and facts

Stephen Wade isolates a familiar situation

On countless occasions throughout the year’s teaching, there will be the familiar cry of “I’ve never heard of the Somme” or “Who was Martin Luther King?” and so on. In other words, much of the areas of learning we know of as General Knowledge or Contemporary History or even that noble term, “Liberal education”, will be absent from the minds of many pupils. The reasons are possibly concerned with the lack of interest in knowledge for its own sake, the growth of utilitarian approaches to information, changes in school syllabuses, etc. One could write a long essay on the origins of these failures, deficiencies, or whatever label we wish to use. The vital point is that such ignorance will certainly be a handicap in the absorption of knowledge in all areas, and perhaps most noticeably in the province of literature and the reading of “set texts”.

Let me explain this by referring to a recent instance in a literature class. The text in question was Osborne’s *Teacher and the class* an Advanced level GCE group. Clearly, the literature class in this case would have to be given some historical background – and we English teachers are all familiar with that process – but how much of other types of “background” would be needed for the complete and proper understanding of that play? In fact, I found that a lamentable lack of basic Christian knowledge was evident in the class. Few students knew what Communion was. Hans, Luther’s father, made a joke about the bread being only bread and the wine only wine. This fell flat. My “background” suddenly appeared more immense and more fundamental.

In addition to this, most students knew little about the Reformation, what a Protestant was and whether one is likely to encounter a Papal Bull in a library or some other secular venue. (There is another point – the word

“secular” needed to be explained.) My main point is made, I hope. The question I want to ask is, how much “background” is essential in a literature class? Some would answer that the teacher should supply only the basic minimum and a reading list, as his main concern is with literary merit rather than historical, religious, economic ones, and so on. The only problem with this is the footnotes and explanations in texts, as every GCE student will witness, they may lead into labyrinthine cross-references. For instance, in something like *Howard’s End* when references to Ruskin occur, how far into Ruskin’s life does the student need to go? (It may be argued that short note often does the trick, but how can that piece of biographical background be adequately integrated into the meaning of the text without a guide, or without a proper initial understanding on the part of the reader?)

I am certain that many teachers will appreciate the difficulty that I am trying to isolate. The many guidebooks and notes that are now on the market supply short explanations of names and dates, or pithy summaries of a writer’s main ideas, etc; but I cannot see how these may be absorbed and comprehended without discussions and several pertinent questions and answers in the classroom. The problem is that only the best students ask the right questions. For this reason it often happens that the “background” session during the teaching of a text is a hurried sprint through a few facts and dates. We seem to be stranded on an island that is composed totally of alluvial deposits from the great flood of Liberal Education and Mr Gradgrind’s facts.

I would also observe that since the “Eng. Lit.” philosophies developed, the conception of a “set text” has

## A few dates and facts continued

always been one that necessitated concomitant areas of philosophy, religion, sociology and so on. In my texts this year I have had to deal with such items of background as the following: Machiavelli, the medieval church, the Diet of Worms, the nature of Confucius and the Mass, Fascism in the 1930s and the Potato Famine in 19th-century Ireland. This is only a random sample.

Is the answer to this suggestion that classes in General Knowledge and Contemporary History should be provided throughout the system? I wonder, have we lost? H. Huxley’s “liberal education”, not because we changed the emphasis of the curriculum but because we built a great edifice of

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## Word books

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**Words and Pictures.** Holt, Rinehart and Winston £3.25. 0 03 910447 8.  
**Collins Illustrated Dictionary for Children.** £5.95. 0 00 375001 9, 375010 8.

One of the most depressing sights in a primary classroom is that of a queue of listless children waiting beside the teacher's desk for the words they need in order to write their "stories". The general climate of "learned helplessness" is fed by a total dependence on the teacher as the sole source of knowledge – the keeper of the words. Any resource which aims to increase the child's independence in locating and learning to spell words for themselves is thus to be welcomed.

For my capitation the most attractive buy would be the *First Colour Dictionary*. The function of a dictionary is clearly spelled out on the first page. The 2,000 words listed in alphabetical order and in the 10 word lists are those most commonly used by young beginning readers and writers. Signposting and layout are clear and helpful for the child searching for

definitions and the illustrations are explanatory and attractive. The alphabet in upper and lower case is printed in the front and back covers as a ready guide for the beginning researcher.

Next best buy would be *Words and Pictures*, especially if your classroom organization is based on a thematic approach. The words, printed in clear and accessible type, are grouped in 45 themes based on familiar home and school first-hand experiences or topics such as space, farming, insects etc. Illustrations are exceptionally clear and attractive. The children look real – occasionally even untidy – and include a racial mix in an unselfconscious manner.

The third book would not be for my classroom. As in *Words and Pictures*, *Collins Illustrated Dictionary for Children* groups the 1,000 words in topics. The problem is that in an attempt to cater for a massive age range (the publicity states that the book is for three to 12-year-olds), many of the pages have become cluttered with a visual mishmash among which the words are scattered randomly. The illustrations are thus wasted if the function is access words, unless to keep the queue amused while the children wait for help to find the words they need.

Angela Anning

## Through the maze

**Approaching GCSE English.** By Pauline Paterson and Mairéad Lloyd. Framework Press £4.50. 1 85008 035 6.

GCSE English is a subject that is occupying the minds of many at the moment, and Framework Press – which has concerned itself with educational matters during the three years of its existence – will, I am sure, find a ready market for this new publication.

*Approaching GCSE English* joins the steady stream of books which attempt to lead students through the maze of expectations dictated by public examinations. Indeed it appears in a very favourable light when viewed as part of such a tradition.

The authors, both practising teachers of English, have arranged their book in two parts: Part A contains general advice on the skills of writing, reading and oral communication. Part B offers eight units of practice examination papers. The first of the three chapters in Part A, entitled "Expression – Continuous Writing", provides a strong opening to the book. This chapter, in a series of numbered sections, looks at different forms of writing (essay, article, report, short story, etc.). General advice on how to tackle each is then followed by a sample question and all or part of an answer to the question, completed by a student (the original handwriting is reproduced), accompanied by brief, thought-provoking comments from the authors. It is stressed that the pieces of work are not model answers; they are being offered as a basis for discussion of the kinds of writing they represent and as such they make a useful and important contribution to a publication of this kind.

Another feature of Part A is the occasional humorous drawings which portray the amorphous, all-powerful examiner and succeed in cutting him down to size. I was disappointed, however, by the fussy and rather dated illustrations by the same artist, Christopher Stephens, which appear in the second part of the publication.

The content of the practice papers in Part B attempts to cope with the fact that GCSE syllabuses across the country vary considerably. Each of the eight units contains two papers: one tests aspects of expression by giving material to stimulate continuous writing, the other tests understanding through a series of questions based on short stories – some of a length that would intimidate weaker students – newspaper articles and advertising. The quality and variety of the passages presented here are impressive, but in my view the opening chapter, with its examples of students' written responses, offers the most interesting material to teacher and student alike.

Sandra Anstey

## Ineffective English

**An old course for primary schools**  
 by Malcolm Thirlby

Do most secondary teachers of English ask their first years what they read last year? I did. "Effective English," many of them chorused. Book 3 in the series stresses in the introduction that "essential grammar only is introduced". How essential, I wonder are the three exercises on suffixes.

"The syllabus - let it be called a suffix. It comes at the end of a word and shows that a thing is small." Then follow some examples and children are asked to learn to spell them and look them up if they don't know the meaning. Here they are with my dictionary's definitions in parentheses: *leaflet* (a little leaf); *culet* (a little cut - wouldn't "graze" be better?); *owllet* (a little owl); *tarlet* (an undersized prostitute). Or a similar exercise on the suffix -ling: *Darling* (a little dar); *yearling* (a small year); *striplet* (a little strip - either a tiny streaker or one who leaves his shirt on) and *hiring* (a little hire - an instruction to raise the net).

A recent report, *Primary Education in England*, from the NFER assured a worried public and readers of the *Daily Mail* that basic skills were still alive and living in junior schools for at least four periods a day. But what are these basic skills? Do they include direct speech punctuation, or 60s and 90s as some teachers still call them? How about this from page 29 of the same course book? "Suddenly Dick cried come over here why Harry asked because I want to show you something he replied." Children will learn more about double entendre from that than they will about speech marks.

The notorious *English from 5 to 16* suggests that children by the age of 11 should know "the functions and names of main parts of speech (noun, pronoun, verb, adjective and adverb)". My first years thought variously that a noun "is a word like and or is", "a describing word", or "a word we use often". "An adverb is used in place of a verb" and a "verb joins sentences together". Asked to pick out the verb in "Playing football is fun", the majority chose *playing* and the rest *played* and *football* before, by a process of elimination, one child gave the answer. Perhaps the gerund should be added to the HMI's list, together with relative pronouns, participles and phrasal verbs.

Not that I am criticizing teachers for failing to explain the parts of speech but I do criticize them for trying. *Mainline English*, another book full of "busy work" as David Jackson has it, sports the following exercise:

"Pair these adjectives and nouns; difficult regular vacant violent quick walk question house start glance".

Did the authors realize that the last five words are also verbs? Talking of verbs, *Effective English* advises that "The verb in a sentence is a very important word. Without it the sentence would not be complete." And yet what about: "So far so good" "So then" and "Now for his other arguments"? All quoted in Fowler, which even has an entry "verbless sentences". Nowadays, verbless sentences have become a cult, but one reviewer still found space to criticize the second sentence of Durrell's new novel *Quinz* for having no verb. But how about this from Hardy's *Tess of the D'Urbervilles*? "Then Durbeyfield began to shovel in the earth, and the children cried anew. All except Tess." And while we're on the subject of sentences (which incidentally the OED defines as "Such portion of a composition as extends from one full stop to another"), most of my first years and previous first years have been instructed never to start a sentence with *and*, *but*, *so* or *because*, as indeed I was at junior school. Now there are no prescriptive rules about starting sentences and there never have been; witness Fowler again: "That it is a solecism to begin a sentence with *and* is a faintly lingering superstition". Then there is this from *Women in Love*: "Urrula disliked him. But also she felt she had lost something. And yet, at the same time..." And this from *Tess* again where the and not only starts a sentence but a paragraph: "And then for the first time in their lives they shopped as partners in one concern."

Even more disturbing about and are the other teacher-imposed restrictions on its use: only one per sentence; two per page, or three per story. First, it is the most common connective and, surely not recognized by those who impose such rules: "Gerald was much heavier and more plastic." "He ordered bacon and eggs." "You must come and stay sometime." Then of course the joining of clauses: "The church he had joined was fast disappearing, and he did not like the new one he saw appearing." (How far can you go? by David Lodge.) This is the usage that some teachers deplore ("We put in commas so as not to use too many *ands*," said an 11-year-old pupil.) It leads to the habit of using commas to join sentences. And Penguin, on the subject of *and*: *Penguin Dictionary of Troublesome Words* states: "The belief that *and* should not be used to begin a sentence is without foundation. And that's all there is to it."

continued.

## Ineffective English

continued

It is perhaps the subject of a doctoral thesis to show that not only are grammatical exercises in the basic skills ineffectual but are actually harmful. In addition to the foregoing I refer specifically to the teaching of homonyms, spelling rules and apostrophes. All the great course books: *Ineffective English*, *Branchline English* and *English Yesterday* have pages of *their* *there*, *off*, *where* *wherever* and *loot* *two*. A teacher of remedial children I once knew who gave her charges pages of such exercises could not herself distinguish between *practice* and *practise*. Anyway, even if children get these right, will they use them correctly away from the exercise situation? Generally not. Could they be worse if they had never seen such exercises? Surely not!

*English from 5 to 16* requires children to know "The rules of spelling" by age 11. No doubt these include "is before e except after c", and "doubling the consonant before -ing or dropping the e before the same suffix". All children are aware of them and yet what happens? *Freind*, *peice*, *comming*, *writing*, *raping*. And why? Because perhaps, just perhaps, they learn them too early and become muddled. The crash of e's being dropped or transposed has become deafening: *lonley*, *likley*, *somthing*, *somtimes*, *safey*, *wernit* and *excliment*. The real danger of the report is that it sets in stone tables of approval myths which those who really care for the language have long since rejected. As Frank Smith, writing of spelling rules, has it in his book *Writing*: "But these rules are highly fallible. They will lead to incorrect spelling 50 per cent of the time and are particularly unreliable for the words we most want to spell – the common words of our language."

Finally, and here two cheers for *5 to 16*: there should be an age of



consent before which the apostrophe cannot be used. For children below the age of 14 to be exposed to this venomous little squiggle puts them in danger of corruption. Even at that age, parents should have the right – as they do for RE – to exclude their children from contamination. It is not necessary and if children were discouraged in its use we would not have to suffer "cigarette's", "learn't", "crisp's", "ladle's", "mean't", "are'n't", "sake's" and "say's". The DES document does not list it in its objectives at all until age 16. Good.

All this is not intended to be a gratuitous attack on primary teachers, for many secondary teachers of English are similar exercises. Indeed, many of my best friends teach in junior schools, one of whom gave me the idea for this piece. But what concerns me is, after 20 years of research, all of which condemn formal exercises ("It has long been recognized that formal exercises in the analysis and classification of language contribute little or nothing to the ability to use it" states the DES report) publishers still produce jargon-ridden full of them every year and many teachers must buy them. And what is worse, there are many who believe (including correspondents to *The TES*) that children are still not getting enough of it. Ridiculous rules.

Malcolm Thirlby is an English teacher in a mixed (C) comprehensive in Chichester, West Midlands.

## EXTRA



## A good read

**A 'real books' policy by Sue Bates**

We had always placed importance on reading aloud to our children, and we tied this in with our new reading programme. Storytime introduces children to works they may not otherwise encounter as either a listener or a reader. The magazine *Tried and Tested* is an invaluable resource for this work. In the younger classes we come across groups part-reading and part-inventing through the difficult stages. Tales they have heard previously at storytime. This sort of interaction between some of the younger children soon shows how they see the printed word and that they respond to it with confidence. Children are searching to make sense of the pages. They may be offering intelligent guesses for words they are unsure about, but by being encouraged to "go for meaning", and by being offered texts that have meaning, we are building up far more than word recognition skills from their earliest days in school. This we feel is the basis for future fluent readers.

The sharing and discussing of our real books programme, initiated originally in the lower part of the school, led on to more sharing of written work. As is common practice with younger children the best reading books are generally books the children have written themselves. Having increased the wealth of published stories in our classrooms, we became better at evaluating the children's own work. Their output improved in quality as they modelled their books on certain favourite authors and illustrators. The first efforts were generally close to the

original text, as the children were rehearsing for later developments. Over a period of time confidence grew in the success of the reading programme. Children were obviously benefiting from the breadth of material and the teachers were more comfortable with texts that were worthwhile. From this beginning we turned our attention to a writing policy.

This policy evolved from our belief that if we want our children to be readers we need to encourage reading, and if we want them to be writers we should encourage them to see themselves as authors. A natural start was made as children's and teachers' expertise grew in making books.

At first our books were quick to produce: sugar paper stapled together and overbound with carpet tape. Then, both parties became more discerning in their production. Stiff card was introduced, and we learned to sew paper with dental floss. The illustrations and covers became more sophisticated as we worked on these skills in stages.

During the course of the project we became more ready to listen and allow the child to make the decisions about the work, giving the child more space for reflection and prediction. The writing of drafts became common practice. We encouraged brainstorming. The children increasingly needed more time for research and it then followed that the teacher and child needed more time to discuss the project.

ress of the project. At what we now call "conferences" questions arise as to what the reader needs to know and what the child feels is important to share. At each conference the teacher responds to the child's written expression and by careful discussion allows the child to choose in which direction the work should be extended.

An underlying structure was essential for this way of working. At the front of the children's folders was a list of topics they would like to write about, and at the back a list of pure skills they would work on. When a child felt there was something special produced it was published. Their covers, their illustrations and their beautifully sewn books began to look like something very special.

The children grew in confidence and their sureness in the value of their writing also grew. The more we discussed how "real" authors drafted and researched, "real" illustrators experimented and how "real" story tellers dramatized, the more we realized we needed to let our children see the "real" thing.

We arranged a Book Week for July. We made sure that our guests were known to our children and arranged the children's work in one of our halls. We maintained that the Book Week exhibition should be the culmination of work done throughout the year; several of the stands showed stories in their draft stages. Of course we wanted it to look spectacular, but the brief was that it should reflect the day to day literacy work in the school. We had several authors and illustrators who worked with the children. The enthusiasm of the children to behave like an audience and to be valued by an authentic audience allowed the practice of writing to be more effective and gave the children true self-motivation. There was total involvement in the task set. The children wrote in a variety of genres, ownership of text being vital to the process of development. We continue in our work more assured that the extensive collection of commercially published literature significantly influences our children's output in the best possible way and for the best possible reasons.

*Tried and Tested* is available from CLPE, Ebury Teachers' Centre, Sutherland Street, London SW1. Sue Bates is headteacher at Barby Primary School, and Editor of *Tried and Tested*. This article was written with the assistance of Sarah Temple, deputy head, and Maggie McLaren, school librarian at Barby Primary School, West London.

## Serendipity

**Colin Butler on English language at A level**

In his introduction to *Orthodoxy*, G.K. Chesterton envisages "an English yachtsman who slightly miscalculated his course and discovered England under the impression that it was a new island in the South Sea"; and so, "armed to the teeth and talking by his means, we can develop our own skills at an acceptable pace, and neither we nor our pupils are over-committed since, in an emergency, we can reconvert in good time to the 'Comprehension and Appreciation' paper and continue with the English Literature (170) syllabus. *Id enim est sapientis providentia*!"

Worst-case hypotheses notwithstanding, we want to make our language venture a success. We depart from the premise that language, as a product of the human brain, expresses significant characteristics and limitations of human mental processes. The study of language is therefore part of the study of human cognition. Since language is structured and its resources can be inventoried, we shall be looking to include descriptive grammar in our work so as to have a conceptual model of language at our disposal (descriptive grammar is already a part of our pre-sixth-form language programme). Unlike prescriptive grammar, descriptive grammar makes no attempt to legislate *a priori*, though it does, of course, provide an informed basis for discrimination when one is wanted.

Once you set out to study language in use, you have in principle to take it in all its forms, and so *Varieties of English* necessarily includes: the spoken as well as the written word.

The syllabus's vaguely intimidating checklist includes dialects and accents; Received Pronunciation as a norm; differences of vocabulary, word inflection and grammar, with reference to Standard English; and their relationship to regional and social variation. This brings us perforce to aspects of socio-linguistics, which bulk large in large number of his social strategies (including male dominance) are linguistically detectable. However, certain skills are required to make spoken English manageable, not least how best to record, analyse and transcribe sounds. Varieties of English confines itself to setting previously prepared transcripts for examination purposes, but there is no substitute for making them oneself. One of the things we shall be finding out is the extent to which we shall have to develop our own phonological skills to help our candidates. Oral English is definitely *dead* these days, and rightly so; but the sad truth remains that not everyone has the time or the semiotic alacrity to acquire yet more expertise on top of everything else. Even with the best will in the world, only so much can be taken on at once.

It is, in fact, one thing to see the virtues of language studies and quite another to put them into practice when so many of the necessities, including prior experience, may well be wanting. In education's overloaded ark, well established routines are at a premium; and when they are absent, as will inevitably be the case with any new departure, a good textbook increases in value correspondingly. Such a one is *Varieties of English: an Introduction to Language Studies*, by Dennis Freeborn et al. (Oxford), Dennis Freeborn is Chief Examiner of Varieties of English, and his concise and informative book divides into nine topics, namely, the ideas of correct English, the historical development of dialect and Stan-

dard English; dialect and Standard English nowadays; regional accents and Received Pronunciation; spoken English and written English; learning to talk; variety and style in spoken English; and two chapters on variety and style in written English. What makes the book so convenient for any teacher embarking on language studies for the first time is that it effectively plots out a two-year course, section by section; it makes life much easier than the avalanche of expectations in the official London Board syllabus, to which it is manifestly relevant; and it supposes little previous knowledge, which is just as well, given what generally passes for teaching in English. It goes without saying that the teacher still has plenty to do. But – to recall Chesterton's yachtsman – it adequately replaces good luck with good management. A cassette tape is supplied for the spoken English sections.

The declared aim of *English Language Studies* (174), and therefore of *Varieties of English*, is "the empirical investigation of English in use, both written and spoken", and in my experience the lead-in time should be as long as possible, partly to begin familiarization in the pre-sixth-form years and partly to facilitate staff development. As regards the latter, Dennis Freeborn is involved in providing in-service assistance. He may be contacted via the Language Studies Department of the College of Ripon and York, St John, Lord Mayor's Walk, York YO3 7EX. Information – and past papers – may also be obtained from Keith Davidson, the University of London School Examinations Board's English Subject Officer, at Stewart House, 32 Russell Square, London WC1B 5DN.

Dr Colin Butler is senior English master, St. Bernard's Grammar School, St Albans, Kent.

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EXTRA

# The three Ds of the second R

Teacher education in primary school language and literacy has tended to neglect writing

by Roger Beard

The recent publication of the HMI report "Education from 8 to 12 in Combined and Middle Schools" completes a series of observational surveys which have given us new kinds of information about our schools. Like those on primary schools (1978), secondary schools (1979), first schools (1982) and 9-13 middle schools (1983), the report describes patterns of educational provision in a far more detailed and structured way than previous publications by HMI. Sir Keith Joseph was obviously aware of the significance of these survey reports and the "Education Observed" booklets, which summarize the findings and implications of the published reports on individual schools, when making his specific comments on the primary school curriculum in his speech to the Chief Education Officers in July.

In general, the "news" from the surveys was unlikely to be reported in the majority of newspapers. The news is a little too good for that... For instance, in the 5-13 age-range, the surveys indicate that teachers were working hard to ensure that children master the basic techniques of reading and writing; the teaching of reading was regarded as having the highest of priorities; and in almost all the schools the behaviour of the children was judged to be good or very good.

At the same time, there are clear directions for the "fine-tuning" of work in all areas of the curriculum. For example, in looking at what these surveys have said about the teaching of writing in the 5-13 age-range, three distinct implications for initial and in-service education emerge, which focus on the "three Ds" of differentiation, development and diagnosis.

Perhaps the loudest challenge call to emerge from the remarks of HMI on children's writing in schools is that it needs to be of a greater variety. Taking the age-ranges in chronological order, the first school survey couples a concern for the observed lack of range and variety of writing tasks in some schools with a concern for the unproductive time spent in English exercises, whose stereotyped nature stifled individuality.

The excessive and purposeless use of textbooks and commercially produced worksheets was also a feature of primary schools, as well as the widespread copying from reference books in the name of topic work. The report notes that much of the writing in schools is of a narrative or descriptive kind, although it does not go on to mention what other kinds HMI would have hoped to have seen.



Photo: Sally & Richard Greenall

Both middle school surveys take up this theme. The 8-12 report comments on the "freshness and vitality" which can be found in personal writing, but notes that teachers were often unable to provide a suitably differentiated range of starting points for writing and hints that this is related to the relatively few schools who had a policy for encouraging children to write in a variety of styles on a range of subject-matter. The 9-13 survey is even more adamant: "In general the children need more opportunities to write for a variety of purposes in a range of styles and to write for real or imagined readers other than teachers."

"Education Observed 2" confirms that standards of written work are highest in those schools in which a wide range of written assignments is expected and carried out.

Turning to the need for development, almost all the surveys suggest that insufficient provision is made for the needs of the more able pupils. Occasionally the less able are identified as being inadequately provided for, but on the whole the more able seem relatively more neglected. The first school survey specifies the inadequate opportunities for continuous writing and adds that more could have been expected in the writing of the more able. The primary survey identifies the construction of extended arguments as an example of the kind of development with which the more able might have been helped to grapple.

The 8-12 survey seems to equate extension and development in writing with the use of written language to speculate, investigate or reflect on first-hand experience, although adds

that often the over-use of English exercises reinforced children's tendencies to use only a limited range of punctuation. For the 9-13 schools, there is the observation that teachers tended to spend more time helping the less able than assisting the more able to find the most effective expression of their ideas. These trends are confirmed in a summary in "Education Observed 2" which confirms that once children are competent writers, the range and variety of their written work are often too restricted.

What of diagnosis? Again there is a clear strand running through the findings of the surveys. From the 5-9 survey we hear that the introduction of new words seemed to be the main purpose of writing and opportunities were seldom taken to introduce new syntactic structures to the children such as those related to purpose, or cause and effect. The teaching of spelling also seemed to lack a diagnostic base, being polarized between going over words already well-known to the children or comprising long lists of new words which were unlikely to be used in the context of planned or current work.

From the primary survey we hear that in only about a third of the classes were samples of children's work regularly used to monitor progress and in fewer than half was children's own writing used in the teaching of its various components such as spelling or syntax.

Teachers in 8-12 combined and middle schools were apparently more concerned with appearance and spelling than with the content of writing and

rarely gave help in the analysis of errors or in the shaping of writing, either during or after the task. Similarly, only a few of teachers in 9-13 middle schools commented on structure or appropriateness of expression when marking, concentrating mainly on spelling, presentation and handwriting.

It must be said that similar themes run through the sections of the surveys which deal with the other language modes. According to HMI, oral work was generally neglected in both maintained and independent schools, especially with the older age ranges. Children of all ages would have benefited from being introduced to a wider range of books and from being encouraged to discriminate between them for a wider range of purposes. It was rare for schools to have guidelines for the development of reading skills beyond the initial stages, with the exception of 8-12 schools where 50 per cent of the schools paid attention to such skills as the use of reference books, although often in a way which was isolated from the rest of the curriculum. While there was much discussion of basic mechanics in writing, these were rarely supplemented by some appraisal of the children's voluntary reading interests and the use of supportive "conferences" or counselling.

Sir Keith's speech to the Chief Education Officers in July (reprinted in *The TES* on July 26 1985) took up these points. He reported that the teaching of the essential skills of literacy and numeracy in primary schools is based on too narrow an approach and often comprises a "diet overweighed with formal exercises",

(although he did not mention the findings in the two middle school surveys that higher standards of work, as assessed by HMI, were associated significantly with the quantity and quality of school resources...)

In some ways, such pronouncements represent something of a paradox from a Secretary of State whose government came to power on a "Back to Basics" ticket. (One of the main advertising slogans of the 1979 election campaign was "children isn't working" - even though the HMI primary survey had reported that reading standards of 11-year-olds, as measured by the "good old-fashioned" NSC test, were rising.) For many people, including the journalists of the popular press, "basics" seems to mean, among other things, traditional English exercises - as shown in their responses to the English 5-16 document last year when they apparently sensed that a bit of "bad news" seemed to be available for exploitation.

Yet not all the blame for the neglect for the three Ds outlined above lies with the "play-safe" reaction in schools which underlies the over-use of exercises. It seems very likely that in recent years teacher education in primary school language and literacy has tended to neglect writing at the expense of reading and, to some extent, talking.

As I have said before (*TES* November 2 1984), there is now a good deal of new "professional" knowledge becoming available about writing and its underlying processes. There are a number of reasonably comprehensive frameworks to help children tackle a range of different writing types; there are clear pointers to the various dimensions along which writing develops over time; there is a burgeoning of research on the processes involved in composing, transcribing and reviewing in writing, which can be used for informed diagnosis of children's needs in learning to use the second R. If such opportunities are grasped for strengthening the work in our schools come a time when a round of HMI surveys resembles something of a panegyric on these aspects of the curriculum and the teaching profession might begin to receive the kind of recognition and appreciation which it has been denied for so long.

Roger Beard is a lecturer in primary education at the University of Leeds School of Education and the author of *Children's Writing in the Primary School*, published by Hodder and Stoughton Educational.

## Overall aims

In *The Picture (Level One) Core*, By Peter Chilver. Stanley Thornes £2.25, 0 85950 500 6. In *The Picture (Level One) Consolidation*, By Peter Chilver. Stanley Thornes £1.95, 0 85950 501 4. In *The Picture (Level One) Extension*, By Peter Chilver. Stanley Thornes £3.25, 0 85950 502 6. In *The Picture (Level One) Teacher's Book*, By Peter Chilver. Stanley Thornes £4.95, 0 85950 503 0.

Jigsaws train the mind to keep the whole in vision while appreciating the finest component for the role it fulfils and the enjoyment afforded. The view of *The Picture* is not dissimilar: Levels Two and Three being in the pipeline for publishing some months hence, offer four corners for a course which, over mind of overall aims to develop language skills and nurture reading habits, provides much work on vocabulary, punctuation and dictionaries; terms such as nouns, verbs, prefixes and synonyms also make a brief but noticeable appearance for use as and when necessary.

Peter Chilver's four-volume series is headed by the *Core* book, a structured 12-unit course for developing pupils' English abilities, used primarily with the whole class and subsequently in groups after much input from the teacher and class responses. Units are text-based, tasks utilizing discussion as springboards for various activities - sentence work, paragraph construction, multiple choice comprehensions and improvisations. The *Consolidation* and *Extension* books thereafter are used in different ways, both complement the *Core*, the former mainly for groups needing additional help from the teachers whereas the latter is more advanced, aimed at pupils able to work largely on their own. A challenging book containing some complex passages. An accompanying teacher's volume includes facsimiles of the *Core* with sets of objectives, detailed annotations and abundant suggestions for any given lesson if so required.

Clearly, with the possibility of three books in use at any one time, great preparation for class management is essential to ensure usage as intended by the author. The 12 units across all books have a common theme - schools, story telling, facts on animals, new items - linked broadly enough enabling conveniently similar titles to be investigated from many angles. The unit "Memories" from the *Core*, for example, has children's writing of "early experiences and memories" - *Consolidation*'s "I Remember" presents

different reminiscences from Dylan Thomas and Alan Marshall; "Childhood" in *Extension* contains background to the child slave of Velasquez, poems by teenagers and an adaptation from Mark Twain. In these related units, as everywhere, all roads lead from class discussion which Mr Chilver emphasizes is the model encouraging further peer talks and stimulating thoughts for writing.

All materials here reinforce the importance of inter-curricular support. "I Know What I Like" requires back up with libraries and art work; "School Rules" and "Children at Work" are handy alongside studies of historical social problems in other subjects; for contrast, "Dinosaurs" looks at presentation of facts and use of cross references. Some areas work better than others - there are occasionally difficult units not to be tackled in cold isolation, of the "one-off" lesson, and a few demanding texts - but the outstanding feature of the series is its enthusiastic approach to books. Apart from over 100 extracts of varying literary register, every unit provides some dozen suggestions and synopses for all kinds of books amounting to nearly 150 titles for young readers - no mean feat. This then is a series attempting perhaps to alter a recent survey's worrying statistics suggesting only four out of every ten people buying books.

Jacqueline Fisher



## Chatting and working

Writing Letters. By Wendy Moss. National Extension College, 18 Brooklands Avenue, Cambridge CB2 2HN. £3.50, £2.25 each for five or more copies. 86082 695 3.

Of the many publications designed to help with letter writing, few progress beyond the technicalities and address themselves to what, for many people, is the real problem: knowing what to say. *Writing Letters* does this. It is a book written by a professional letter writer, in which it is clearly explained

you write as you chat, but those which need to "work". It does cover (effectively) the conventions of layout and of starting and finishing letters but quickly moves on to content. It illustrates why a formal or even "cool" style may be most effective and then covers what is involved in writing "short letters" (eg buying by post, asking for brochures and application forms etc). Before approaching the longer letter, it demonstrates the need for organization (of ideas as much as materials) and emphasizes the importance of a rough draft before the actual letter is written. It concludes by analysing the task of writing the longer, explanatory or persuasive letter.

Wendy Moss includes examples of both good and incompetent letters and provides many realistic practice exercises; but while a classroom copy may prove a valuable resource, it will be of most use to those individuals who feel themselves handicapped when they hear that often daunting request "to write in writing", and also to organizers of Youth Training Schemes, community projects and advice centres. A deserved reprint of an earlier publication by the Lee Community Education Centre, it has been republished to accompany the BBC television series about letter writing, *Write Now!* which is currently being repeated on BBC1 (Wednesdays, 12.20 pm and Thursdays, 9.20 am).

David...

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## CORNWALL EDUCATION COMMITTEE

There is a Removal Expenses Scheme for teachers taking up permanent appointments from out-side the County.

### PRIMARY SCHOOLS

**BODMIN C.P. INFANTS SCHOOL**  
38 Robartes Road, Bodmin, Cornwall PL31 1JQ.  
Group 4.

**SCALE 2**  
An experienced teacher is required to take an active part in the development of all aspects of language development in this large urban school. Experience of teaching children from a wide variety of socio-economic backgrounds is essential. An ability to play the piano is desirable.

Application forms from the Headteacher at the school, on receipt of a SAE, to whom they are returnable.

**FOXHOLE C.P. JUNIOR & INFANT SCHOOL**  
Foxhole, St Austell, Cornwall PL26 7UQ.  
Group 3.

**DEPUTY HEADTEACHER**  
Enthusiastic teacher with particular interests in Art and Craft to teach upper Juniors and assist with curriculum development within the school.

Application forms from District Clerk, District Education Office, Carlyn Road, St Austell, or the Headteacher at the school, on receipt of SAE.

**PADSTOW C.P. JUNIOR & INFANT SCHOOL**  
New Street, Padstow, Cornwall PL28 8ED.  
Group 4.

**DEPUTY HEADTEACHER**  
Required from 1st January 1986, or as soon as possible. The successful applicant will be based in the Infant Department and an interest in Mathematics and number work would also be an advantage, although candidates are asked to state their own particular interests. The ability to play the piano would be desirable.

Application forms from the Headteacher at the school, on receipt of SAE, to whom they are returnable.



Hilldene Junior School (Roll 279)  
Grange Road, Romford RM3 7DU  
Tel: Ingrebourne 42827  
Headteacher: Mrs. S. Horler

## DEPUTY HEADTEACHER GROUP 5

required for Easter 1986. Applications are invited from experienced and enthusiastic teachers for the vacancy of Deputy Headship which has arisen due to promotion.

Application forms and further details (see page 52) are available from the Director of Educational Services (Ref: STAFFING/DHT), Mercury House, Mercury Gardens, Romford, RM1 3DR.  
Closing date: 22nd November 1985.

(8013)



\*FRINGE AREA LONDON ALLOWANCE £264 p.a. throughout the County.  
\*Temporary housing may be available.  
\*Generous relocation expenses in approved cases.

## DEPUTY HEADSHIP

**SPELTORNE COUNTY MIDDLE SCHOOL**  
Folham Hill Road, Ashford Common, Mdx.

Required for the start of the Summer Term 1986, Deputy Headteacher for this Group 6 school for pupils aged 8-12. Estimated Number on Roll (January 1986) - 235.  
Salary Scale: £8,006 - £11,223

Re-advertisement - previous applicants will be considered and need not re-apply.

Application forms and further details from: North East Area Education Office, 7 Monument Hill, Weybridge, Surrey, KT13 9RZ Telephone: Weybridge 52811  
Closing date: 22nd November 1985

(778)

## PRIMARY DEPUTY HEADSHIPS

continued

**BARNET**  
LONDON BOROUGH  
REQUIRED APRIL 1986  
SCHOOL  
SCHOOL  
SCHOOL

Applications are invited from suitably qualified and experienced teachers for the following subject:

Mathematics, Science, Art, Craft (including Pottery).

The successful applicant should be willing to take an active part in curriculum development in the school.

Application forms and further details available from the Headteacher (SAE).  
Closing Date: 29.11.85.

An Equal Opportunity Employer. (95047) 110012

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
EQUAL OPPORTUNITY  
EMPLOYER  
SCHOOL

Applications are invited from experienced teachers for the Deputy Headship of this school from Easter 1986.

Roll: 350 pupils aged 8 - 12.  
Group 3.

Assistance with removal expenses is given in approved cases. This advertisement and previous applicants will automatically be re-considered.

Details (SAE) from the Director of Education, Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UR. Closing date: 22 November 1985.

Application forms available from the Headteacher (Slough 44822). Closing date: 22 November 1985.

An Equal Opportunity Employer. (95013) 110012

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EMPLOYER  
SCHOOL

Applications are invited from experienced teachers for the Deputy Headship of this school from Easter 1986.

Roll: 350 pupils aged 8 - 12.  
Group 3.

Assistance with removal expenses is given in approved cases. This advertisement and previous applicants will automatically be re-considered.

Details (SAE) from the Director of Education, Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UR. Closing date: 22 November 1985.

Application forms available from the Headteacher (Slough 44822). Closing date: 22 November 1985.

An Equal Opportunity Employer. (95013) 110012

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# PRIMARY EDUCATION

continued

**HILLINGDON**  
LONDON BOROUGH OF  
HILLINGDON  
Whitehead Avenue,  
Ruislip, Middlesex HA4  
7PR  
Headteacher: Mrs. B. Gibson

Scale 2 post for music curriculum leader. Enthusiastic teacher for school with a strong musical tradition.  
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 3PH (telephone 0181 607 3431) to whom they should be returned as soon as possible, not later than 22nd November 1985.  
London Allowance Payable. 110020

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

## HEADTEACHERS PRIMARY

**TORQUAY PRIORY RC(A) SCHOOL**  
St Catherine's Road, Torquay, TQ1 4NZ. (Roll 116)  
HEADTEACHER GROUP 3 (£10,465 - £11,635)

Required April 1986. This post offers an exciting opportunity to develop an established school, having strong links with the Catholic Community. Details and application forms from The Very Reverend Canon O'Driscoll, The Priory, Priory Road, Torquay (SAE required). Closing date 22 November 1985.

## DEPUTY HEADTEACHERS SECONDARY

**TIVERTON, ELMORE (9-13 YEARS) MIDDLE SCHOOL**  
Cowlmoor Road, Tiverton, EX16 6HH. (Roll 180)  
DEPUTY HEAD GROUP 4

Required April 1986. A thoughtful and energetic person is required, able to play a major role in the curriculum development of this semi-open plan middle school. Closing date 22 November 1985.

## DEPUTY HEADTEACHERS PRIMARY

**TORQUAY PRIORY RC(A) SCHOOL**  
St Catherine's Road, Torquay, TQ1 4NZ. (Roll 116)  
DEPUTY HEAD GROUP 3 READVERTISEMENT

Required April 1986. Preference will be given to candidates with proven experience and expertise in early years education. Closing date 22 November 1985.

## SCALE POSTS PRIMARY

**ASHLEIGH C OF E PRIMARY SCHOOL**  
Barnstaple, EX2 8JY. (Roll 310)  
SCALE 1

Required January 1986 to teach a class of Reception infants in the first instance but applicants should be capable of teaching throughout the primary age range. Please indicate special interests. Closing date 22 November 1985.

**OUR LADY'S RC (AIDED) PRIMARY SCHOOL**  
Chenters Hill, Barnstaple, EX2 8DD. (Roll 185)

(i) **SCALE 1**  
Required January 1986 if possible an experienced teacher for lower juniors able to offer boys' games. Applicants should be practising members of the Roman Catholic faith. Closing date 28th November 1985.

(ii) **SCALE 1**  
Required January 1986 for 2nd year junior class. An ability to take Music an advantage. Please indicate curriculum strengths. Applicants should be practising members of the Roman Catholic faith. Closing date 28 November 1985.

**TORQUAY, BARTON INFANTS SCHOOL**  
Barton Hill Road, Barton, TQ2 8JA. (Roll 112 + 10 (Special Language Unit) + 28 (Part-time Nursery))  
SCALE 2 - LANGUAGE DEVELOPMENT  
Required April 1986 or earlier if possible. Closing date 22nd November 1985.

**SOUTH TAWTON PRIMARY SCHOOL**  
Tawton Lane, South Zeal, Okehampton, EX20 2LG. (Roll 110)  
SCALE 1 - INFANTS

Required January 1986 to teach class of reception and first year infants.  
An ability to play the piano would be an advantage.  
Closing date 20 November 1985.

**DEVON**

**HUMBERSIDE**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
BRICKNELL PRIMARY SCHOOL  
Riverside Avenue, Hull  
Head: Miss J. Hough  
Required: April 1986.  
Scale 2 teacher to be responsible for all aspects of physical education in this school for over 400 pupils.  
Application forms available from the Head (a.s.e. please) should be returned by 22nd November 1985.  
110020

**SURREY**  
EDUCATION COMMITTEE  
LINDFIELD COUNTY FIRST AND NURSERY UNIT  
SCALE 2 energetic and versatile teacher with an interest in the expressive arts required from April 1986 or before if possible.  
Ability to play an instrument and/or teach swimming desirable.  
Application form and further details from the Head Teacher.  
Ref: 952825. (950531) 110020

**KENT**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
FLEETDOWN COUNTY SCHOOL  
Fleetdown Road, Dartford  
Kent DA2 6JX  
Required: January 1986 if possible, experience of family grouping desirable. Scale 2.  
Application forms from the Director of Education, Office, Essex Road, Dartford, Kent, enclosing a.s.e. and names and addresses of two referees. Closing date 22nd November 1985.

**THAMES TRIVAN**  
BROMSTON COUNTY SCHOOL  
Rumford Road, Broadstairs, Kent  
Required from April 1986, an experienced teacher with good organisational abilities to be the team leader of a group of infant teachers. A successful teacher should develop an interest in Mathematics. Science would be an advantage. Application forms, with two referees, to the Head Teacher at the school as soon as possible.  
Ref: 952825. (950531) 110020

**GARLAGE COUNTY**  
PRIMARY JUNIOR SCHOOL  
Marshall Road, Garlinge, Margate, Kent  
Roll 374  
Required from April 1986, an experienced teacher to take responsibility for the development of the school. A successful teacher will be expected to assist in the co-ordination of the work of the Lower School, Scale 3 post.  
Application forms with names and addresses of two referees to the Head Teacher at the school as soon as possible. (950531) 110020

**NEWHAM**  
LONDON BOROUGH OF  
HARTLEY INFANT SCHOOL  
Hartley Avenue, London E6  
Head Teacher: Mrs. P. S. Brady  
Number on roll: 253  
MEDIA RESOURCES  
Required April 1986.  
This multi-cultural school requires an enthusiastic teacher who would be able to take on the task of co-ordinating resources within the school which are specifically related to the topic work. These include A.V.A. and computer software. Limited experience of P.E. holders would be essential.  
Application forms (a.s.e. please) available from The Director of Education to whom completed forms should be returned by 19.11.85.  
Education Office, 379/383 High Street, Stratford, E15 4RD.  
An Equal Opportunity Employer. (953606) 110020

**LONDON ALLOWANCE**  
Application forms (a.s.e. please) available from the Director of Education to whom completed forms should be returned by 19.11.85.  
Education Office, 379/383 High Street, Stratford, E15 4RD.  
An Equal Opportunity Employer. (953606) 110020

**WEST GLAMORGAN**  
County Council  
Education Department  
TEACHING VACANCIES  
Applications are invited for the following post to commence as soon as possible.  
Application forms and further details for the following posts may be obtained from the appropriate School.  
**CADLE JUNIOR SCHOOL** Middle Road, Ravenhill, Swansea.  
(mixed) 162 on roll (Age range 7-11).  
1. **ASSISTANT TEACHER**  
To be responsible for language development throughout the school, to extend home/school links with particular reference to the C.A.P.E. scheme and to liaise with the Infant School, Scale 2. (Post Ref: 944-85)  
2. **Suitably Qualified TEACHER OF MUSIC**  
To be responsible for music throughout the school. The successful candidate should be a competent pianist and able to introduce music-making into the school. Scale 2. (Post Ref: 7-44-85).

**PENTRECHWYTH PRIMARY SCHOOL**  
Bonyman Road, Pentrechwyth, Swansea, SA1 7AP.  
(mixed) 181 on roll (Age range 3-11)  
A capable and enthusiastic PRIMARY TEACHER who is interested in or has had experience of current trends in the education of primary children to teach music. The ability to develop music throughout the school is an essential requirement of this post. Scale 1. (Post Ref: 944-85)

**ST. JOSEPH'S R.C. PRIMARY SCHOOL**  
Cook House Avenue, Westwoodmoor, Neath.  
(mixed) 188 on roll (Age range 3-11).  
Suitably qualified and experienced JUNIOR TEACHER who should be practising Roman Catholics with the Catholic Teaching Certificate. Candidates should state any special contribution they would like to make to the school curriculum. Scale 1. (Post Ref: 944-85).

Application forms and further particulars can be obtained from the appropriate School concerned on receipt of a large stamped addressed envelope quoting the post reference.  
The CLOSING DATE for receipt of completed application forms is THURSDAY 21ST NOVEMBER 1985.  
John Beale, Director of Education.

**SHROPSHIRE**  
EDUCATION COMMITTEE  
EQUAL OPPORTUNITIES  
JOHN WILKINSON  
COUNTY PRIMARY SCHOOL  
Cosport Road, Brocton, Telford

**SCALE 2 POST**  
Required for January or Easter 1986 a lively and enthusiastic teacher of young children able to take a lead in the curriculum. Please state strengths.  
Application forms and further details from the Head (SAE). (955589) 110020

**WALTHAM FOREST**  
AN EQUAL OPPORTUNITY EMPLOYER  
INFANTS SCHOOL  
High Hill Road, Waltham, London E17  
Head: Mrs. E. Dickinson  
Required for January or as soon as possible.  
A successful teacher to co-ordinate language development within the school.  
Apply to the Head Teacher, Waltham Forest, London E17. Ref: 956/638.

**SYBOURN JUNIOR SCHOOL**  
Head: Mr. P. Bugh  
Required for January 1986.  
An experienced teacher to co-ordinate language development throughout the school. Scale 2 plus Outer London Allowance.  
Ref: 956/638.

**THORPE HALL PRIMARY SCHOOL**  
Head: Mrs. J. Thomas  
Required for January or as soon as possible.  
An experienced, successful teacher required to co-ordinate the development of the work of the Lower School. Initial teaching commitment with top infants. Salary a.s.e. plus Outer London Allowance.  
Ref: 956/638.

**BARNET**  
LONDON BOROUGH OF  
GRIFFITH PARK JUNIOR SCHOOL  
Meads, Barnet, Herts. EN5 8JN  
Required for January or as soon as possible.  
An enthusiastic teacher to take a lead in the curriculum. Please state strengths.  
Application forms and further details from the Head (SAE). (955589) 110020

**BEXLEY**  
LONDON BOROUGH OF  
QUEEN MARY'S HOSPITAL  
Sidcup  
An experienced teacher to take a lead in the curriculum. Please state strengths.  
Application forms and further details from the Head (SAE). (955589) 110020

**BROMLEY**  
LONDON BOROUGH OF  
BROMLEY JUNIOR SCHOOL  
Sweep Lane, Blackheath, London SE18 3EP  
Required for January 1986, an enthusiastic teacher to take a lead in the curriculum. Please state strengths.  
Application forms and further details from the Head (SAE). (955589) 110020

**BUCKINGHAMSHIRE**  
EDUCATION COMMITTEE  
EQUAL OPPORTUNITIES  
BARNET JUNIOR SCHOOL  
Meads, Barnet, Herts. EN5 8JN  
Required for January or as soon as possible.  
An enthusiastic teacher to take a lead in the curriculum. Please state strengths.  
Application forms and further details from the Head (SAE). (955589) 110020

**BRENT**  
LONDON BOROUGH OF  
KILBURN PARK JUNIOR SCHOOL  
Kilburn Park, Brent, London NW5 3RG  
Required for January 1986, an enthusiastic teacher to take a lead in the curriculum. Please state strengths.  
Application forms and further details from the Head (SAE). (955589) 110020

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Application forms and further details from the Head (SAE). (955589) 110020

**BRENT**  
LONDON BOROUGH OF  
KILBURN PARK JUNIOR SCHOOL  
Kilburn Park, Brent, London NW5 3RG  
Required for January 1986, an enthusiastic teacher to take a lead in the curriculum. Please state strengths.  
Application forms and further details from the Head (SAE). (955589) 110020

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Required for January 1986, an enthusiastic teacher to take a lead in the curriculum. Please state strengths.  
Application forms and further details from the Head (SAE). (955589) 110020

**BRENT**<



## PRIMARY EDUCATION

continued

### RICHMOND UPON THAMES

**LONDON BOROUGH OF RICHMOND UPON THAMES**  
(An Equal Opportunity Employer)

**ST. STEPHEN'S C.E. JUNIOR SCHOOL**  
Winchester Road, Twickenham, Middlesex TW1 3QJ  
Tel: 01-892 3468

Required for two terms from January 1986, an established teacher for a fourth year junior class. The successful candidate will be expected to contribute to a full range of school activities.

Please state special interests and skills on your application form.

Forms (foolscap s.a.s.) from Director of Education, Royal House, London Road, Twickenham, Middlesex TW1 3QJ, returnable to the Headteacher at the school, as soon as possible. (95356) 110022

### STOCKPORT METROPOLITAN BOROUGH OF STOCKPORT

Required for January 1986 or as soon as possible thereafter.

**TEACHER Scale 1**  
Ref. 3789

For **ST. PETER'S R.C. PRIMARY SCHOOL**, Warwick Road, Romiley, Stockport SK6 2AX. Tel: 061-430 4472.

Candidates should state any special contribution they would like to make to school curriculum. Catholic teachers will be considered.

Application forms obtainable from the Director of Education, Town Hall, Stockport SK1 3NE, and returnable to the Chairman of Governors, C/O St. Christopher's Parsonage, Sarrack Hill, Romiley, Stockport, quoting reference by 22nd November 1985.

An Equal Opportunity Employer. (95746) 110022

### SURREY

**EDUCATION COMMITTEE**  
ST. PAUL'S C OF E FIRST AND MIDDLE SCHOOLS

For **SCALE ONE**, first school teachers, vacancies will be advertised in the Surrey Education Committee's journal. Applications should be sent to the Education Committee, 110022

Application forms and further details available from the Director of Education, 110022

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## WEST SUSSEX

continued

### BROADFIELD EAST FIRST SCHOOL

**CRAYLEY C of E R.C. JUNIOR SCHOOL**  
Broadfield East First School, Crayley, Sussex BN1 1QJ  
Tel: 01323 811022

Required for January 1986 a teacher with Art and Craft or Music, useful with special needs. Apply direct to Headteacher, Broadfield East First School, Crayley, Sussex BN1 1QJ. (95597) 110022

### WILTSHIRE

Please see display advertisement on Page 55 (95430) 110022

### Remedial and Special Needs Teaching Posts

Scale 2 Posts and above

Scale 2 Posts and above

Scale 2 Posts and above

Scale 2 Posts and above

Scale 2 Posts and above

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Scale 2 Posts and above

## Middle School Education

continued

### Headships

**BRADFORD CITY OF BRADFORD METROPOLITAN COUNCIL**  
RE-ADVERTISING MIDDLE SCHOOL HEADSHIP

Required for January 1986 a suitably qualified and experienced teacher for the Headship of this group 8, purpose built, 400 pupils on roll. The post attracts a social priority allowance.

The school has an attractive setting in the town of Keighley which is an outer district of Bradford. It draws mainly on a central area population and candidates are sought who have either experience or a demonstrable interest in multicultural education.

Application forms and further details may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford, West Yorkshire BD1 1TA. Closing date: 22nd November 1985.

Reference Tel: 0332 3785.

Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (95526) 130010

### Deputy Headships

Second Masters/Mistresses

Second Masters/Mistresses

Second Masters/Mistresses

Second Masters/Mistresses

Second Masters/Mistresses

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Second Masters/Mistresses

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Second Masters/Mistresses

Second Masters/Mistresses

## English

continued

### Scale 2 Posts and above

**SUFFOLK COUNTY COUNCIL**  
RE-ADVERTISING MIDDLE SCHOOL HEADSHIP

Required for January 1986, a suitably qualified and experienced teacher for the Headship of this group 8, purpose built, 400 pupils on roll. The post attracts a social priority allowance.

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## Religious Education

continued

### Heads of Department

**KENT COUNTY COUNCIL**  
EDUCATION DEPARTMENT

Required for January 1986, a suitably qualified and experienced teacher for the Headship of this group 8, purpose built, 400 pupils on roll. The post attracts a social priority allowance.

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## Other than by Subject Classification

continued

### Scale 1 Posts

**BRADFORD CITY OF BRADFORD METROPOLITAN COUNCIL**  
RE-ADVERTISING MIDDLE SCHOOL HEADSHIP

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SECONDARY MODERN  
LANGUAGES

continued

OXFORDSHIRE

COUNTY COUNCIL

SANBURY SCHOOL

Sanbury Road, Sanbury, Ox16 9BY

Mixed Comprehensive 11-18

Required for January 1986

Teacher of French (Scale 1)

Offering German as a second

language to teach across the

age and ability range to A

level. The person appointed

will also be required to act

as a TUTOR within the pas-

toral system. This could

either be a temporary

appointment for 2 terms or

permanent, depending on

qualifications.

Further details on receipt

of SAE.

Letter of application to the

Principal with full curriculum

statement, 2 references and

two persons who can comment on

the candidate's professional

experience. (95375) 135622

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WALSALL

WALSLEY TOWER

SCHOOL

See main ad under Independent

Schools. (95375) 135622

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BRENT

LONDON BOROUGH OF

WEMBLEY HIGH SCHOOL

See main ad under Independent

Schools. (95375) 135622

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HERTFORDSHIRE

THE 1ST SCHOOL

Wetwyn Road, Hertford, Herts

11-18 mixed all-ability.

Group 9

Required for January 1986

or as soon as possible thereafter

with a minimum of 100 pupils

plus London Fringe Allowance.

Applications are invited

from enthusiastic and well

qualified teachers for this

post which offers excellent

facilities for the study of

music and a developing

musical tradition with

established up to CSE and

OCE 'O' level.

Headmaster at the school

giving full curriculum vitae

and addresses of two

references. (95401) 135818

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## SECONDARY SCIENCE

## continued

**BROMLEY**  
LONDON BOROUGH OF  
COUNCIL  
LANGLAY PARK SCHOOL  
100 Langley Park Road,  
South Ealing, London W5 3RE  
Tel: 01-834 1200  
Required for January 1986  
Head of Physics Department  
The school is a 15-18 mixed  
comprehensive school with a  
large, well-equipped Science  
Department. The successful  
applicant will be a graduate  
with proven teaching ability  
in Physics to 'A' level and an  
obvious enthusiasm for the  
Physical Sciences. An interest  
in developing technology and  
electronic courses would be  
an advantage.  
Application forms can be  
obtained from the Head-  
master at the school (please  
a.s.e. please), to whom com-  
pleted forms should be re-  
turned by 19th November  
1985. (95588) 134818

CHESHIRE  
EDUCATION COMMITTEE

**ST. FISHER & MORE**  
HIGH SCHOOL  
Milton Avenue, Widnes  
WA9 7XW, Cheshire  
11-18 Comprehensive  
HEAD OF PHYSICS  
SCALE 3  
To take responsibility for  
the teaching of the  
subject to 'A' level and  
to develop Courses in new  
technology.  
Application forms and  
further details to be  
obtained from the Head-  
master at the school.  
Closing date for applica-  
tions: Thursday 21st  
November. (95547) 134818

**DURHAM**  
COUNCIL  
CARMEL R.C. SCHOOL  
1000 Burnside, Darlington  
Required for January 1986  
Head of Chemistry -  
Salary Scale 3  
Teacher required for January  
1986 or as soon as possible  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
Department. The successful  
applicant will be a graduate  
with proven teaching ability  
in Chemistry to 'A' level and an  
obvious enthusiasm for the  
Physical Sciences. An interest  
in developing technology and  
electronic courses would be  
an advantage.  
Application forms can be  
obtained from the Head-  
master at the school (please  
a.s.e. please), to whom com-  
pleted forms should be re-  
turned by 19th November  
1985. (95588) 134818

**ESSEX**  
CASTLE VIEW SCHOOL  
Mappel Avenue, Canvey Island  
Tel: Canvey Island 68611  
Required for January 1986  
Head of Science (Scale 4)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
Department. The successful  
applicant will be a graduate  
with proven teaching ability  
in Science to 'A' level and an  
obvious enthusiasm for the  
Physical Sciences. An interest  
in developing technology and  
electronic courses would be  
an advantage.  
Application forms can be  
obtained from the Head-  
master at the school (please  
a.s.e. please), to whom com-  
pleted forms should be re-  
turned by 19th November  
1985. (95588) 134818

**HEREFORD**  
AND WORCESTER  
COUNCIL  
ARROW VALE HIGH  
SCHOOL  
Green Lane, Redditch, Wores. B98 0BN  
(12-18, 970 on roll)  
Applications are invited  
from suitably qualified and  
experienced teachers for the  
post of Head of Science  
from 1st January 1986 or  
1st April 1986. The school  
is a 11-18 mixed comprehen-  
sive school with a large, well-  
equipped Science Department.  
The successful applicant will  
be a graduate with proven  
teaching ability in Science  
to 'A' level and an obvious  
enthusiasm for the Physical  
Sciences. An interest in  
developing technology and  
electronic courses would be  
an advantage.  
Application forms and  
further details from the  
Headmaster on receipt of  
(95588) 134818

**HOUSLOW**  
See block advertisement under  
Headteachers, Houslow  
(955100) 134818

**KENT**  
COUNCIL  
SEVENOAKS DIVISION  
1000 Burnside, Sevenoaks  
Tel: 01-733 8018  
Required for January or Easter  
1986 Head of Biology and  
Head of Chemistry (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
Department. The successful  
applicant will be a graduate  
with proven teaching ability  
in Science to 'A' level and an  
obvious enthusiasm for the  
Physical Sciences. An interest  
in developing technology and  
electronic courses would be  
an advantage.  
Application forms and  
further details from the  
Headmaster on receipt of  
(95588) 134818

## LANCASHIRE

**QUEEN ELIZABETH'S**  
CHAMMERS SCHOOL  
Blackburn B22 6DZ  
H.M.C. (A.P.S. Day 1200  
pupils, 350 in co-ed Sixth  
Form)  
HEAD OF SCIENCE  
Required for September  
1986, experienced and en-  
thusiastic teacher of Science  
to 'A' level and an obvious  
enthusiasm for the Physical  
Sciences. Must be in-  
terested in developing  
technology and electronic  
courses. Salary Scale 3.  
O.E.G.S. salary (en-  
hanced) £14,000, on  
Senior Teacher scale.  
Applications including  
curriculum vitae, names of  
two referees and letter of  
application (in own hand)  
to be sent to Headmaster  
as soon as possible (en-  
velopes marked 'Science'  
and 'Headmaster').  
Interviews will be held  
from whom further details  
are available. Interviews  
late November. (95588)  
(95750) 134818

**OXFORDSHIRE**  
COUNCIL  
WYATLEY PARK SCHOOL  
Horton, Oxford OX5 1QH  
Comprehensive 11-18, 1190  
on roll  
Required for January 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
Department. The successful  
applicant will be a graduate  
with proven teaching ability  
in Science to 'A' level and an  
obvious enthusiasm for the  
Physical Sciences. An interest  
in developing technology and  
electronic courses would be  
an advantage.  
Application forms and  
further details from the  
Headmaster on receipt of  
(95588) 134818

## Scale 2 Posts and above

**DORSET**  
HARVEY SCHOOL  
Barnes, Dorset DT2 3DB  
(Boys 13-18 Upper School,  
140 in Sixth Form)  
Required for January 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
Department. The successful  
applicant will be a graduate  
with proven teaching ability  
in Science to 'A' level and an  
obvious enthusiasm for the  
Physical Sciences. An interest  
in developing technology and  
electronic courses would be  
an advantage.  
Application forms and  
further details from the  
Headmaster on receipt of  
(95588) 134818

**DORSET**  
WINTON SECONDARY  
SCHOOL  
Coronation Avenue,  
Bournemouth  
Required for January 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
Department. The successful  
applicant will be a graduate  
with proven teaching ability  
in Science to 'A' level and an  
obvious enthusiasm for the  
Physical Sciences. An interest  
in developing technology and  
electronic courses would be  
an advantage.  
Application forms and  
further details from the  
Headmaster on receipt of  
(95588) 134818

**HAMPSHIRE**  
BISHOP CHALLONER  
SCHOOL  
Basingstoke RG25 6SR  
Required for January or April  
1986 Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
Department. The successful  
applicant will be a graduate  
with proven teaching ability  
in Science to 'A' level and an  
obvious enthusiasm for the  
Physical Sciences. An interest  
in developing technology and  
electronic courses would be  
an advantage.  
Application forms and  
further details from the  
Headmaster on receipt of  
(95588) 134818

**HERTFORDSHIRE**  
Opportunity to teach Techno-  
logy and Physics in St. Christ-  
ian School, Hertford. The  
school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
Department. The successful  
applicant will be a graduate  
with proven teaching ability  
in Science to 'A' level and an  
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an advantage.  
Application forms and  
further details from the  
Headmaster on receipt of  
(95588) 134818

**HERTFORDSHIRE**  
TOWNSHIP CHURCH OF  
ENGLAND SCHOOL  
1000 Burnside, St. Albans, Herts.  
Group 10  
Required for January 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
Department. The successful  
applicant will be a graduate  
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Headmaster on receipt of  
(95588) 134818

## NEWCASTLE

**NEWCASTLE ROYAL**  
SCHOOL  
Independent, HMCL  
Assisted Places  
1000 boys special  
1986  
300 in Sixth Form  
Required in September  
1986 Graduate PHYSICIST  
to teach throughout the  
School. Substantial Sixth  
Form work is available for  
the Sixth Form. Salary  
Scale 2.  
Further details from the  
Headmaster, Royal Grammar  
School, Newcastle, N.E.4  
122 4DX. Applications by  
19th November 1985.  
(95410) 134890

**HERTFORDSHIRE**  
DEAN OF ARC RC  
SCHOOL  
High Street, Rickmansworth  
Herts. SG8 6DZ  
all ability, 992 mixed, 170 in  
Sixth Form  
Required for January 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
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Headmaster on receipt of  
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**OXFORDSHIRE**  
COUNCIL  
WYATLEY PARK SCHOOL  
Horton, Oxford OX5 1QH  
Comprehensive 11-18, 1190  
on roll  
Required for January 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
Department. The successful  
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**SURREY**  
EDUCATION COMMITTEE  
COLLINGWOOD SCHOOL  
Kingston Road, Camberley  
GU15 4AE  
(Boys 13-18, 1768 including  
300 in the Sixth Form)  
Required for January 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
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(95588) 134818

## Scale 1 Posts

**BARKING**  
AND DAGENHAM  
LONDON BOROUGH OF  
BARKING AND DAGENHAM  
COMPREHENSIVE SCHOOL  
1000 Burnside, Barkingside,  
Essex  
Required for January or  
April 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
Department. The successful  
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Application forms and  
further details from the  
Headmaster on receipt of  
(95588) 134818

**BOLTON**  
METROPOLITAN BOROUGH  
SCHOOL  
Bolton BL5 3AX  
(11-18)  
Required for January 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
Department. The successful  
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Application forms and  
further details from the  
Headmaster on receipt of  
(95588) 134818

**BOLTON**  
METROPOLITAN BOROUGH  
SCHOOL  
Bolton BL5 3AX  
(11-18)  
Required for January 1986  
Head of Science (Scale 3)  
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Application forms and  
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Headmaster on receipt of  
(95588) 134818

PERMANENT UNATTACHED  
SECONDARY TEACHERS

**Scale 1/2**  
This Authority has an established pool of Unattached  
Teachers. These teachers are allocated to schools to  
provide general cover for short-term and long-term  
absence and unfilled vacancies.  
Scale 2 may be available for suitable candidates.  
Applications are invited from enthusiastic teachers who  
wish to take advantage of the teaching opportunities in  
the Borough offices.  
These posts are not suitable for Probationers.  
Application forms/further particulars (a.s.e. please)  
available from the Director of Education to whom com-  
pleted forms should be returned by 19th November  
1985.  
Education Offices, 379/383 High Street, Stratford E15 4FD.  
An Equal Opportunity Employer

**LONDON BOROUGH OF**  
NEWHAM  
1000 Burnside, Newham  
Tel: 01-733 8018  
Required for January or Easter  
1986 Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
Department. The successful  
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Application forms and  
further details from the  
Headmaster on receipt of  
(95588) 134818

## BARNET

**LONDON BOROUGH**  
ST. MARY'S C.E. SCHOOL  
1000 Burnside, Barnet, London  
NW4 1AB  
Tel: 01-435 9877  
Required for January 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
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Application forms and  
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Headmaster on receipt of  
(95588) 134818

**BEXLEY**  
LONDON BOROUGH  
TRINITY COLUMBIA'S RC BOYS  
SCHOOL  
Belmont Avenue, Bexleyheath,  
Kent  
Tel: Crayford 53336  
Required for January 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
Department. The successful  
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(95588) 134818

**BIRMINGHAM**  
CITY COUNCIL  
EDUCATION  
DEPARTMENT  
WASHWOOD HEATH  
SCHOOL  
Burnley Lane, Birmingham  
Tel: 01-274 7272  
Required for January 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
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(95588) 134818

**CALDERDALE**  
METROPOLITAN  
BOROUGH COUNCIL  
EDUCATION  
DEPARTMENT  
HOLMFIELD HIGH  
SCHOOL  
Holmfild, Halifax HX4  
9UY  
Required for January 1986  
Head of Science (Scale 3)  
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Headmaster on receipt of  
(95588) 134818

**CROYDON**  
LONDON BOROUGH OF  
CROYDON  
PURLEY GIRLS' HIGH  
SCHOOL  
Roneyhill, Purley, Croydon  
Tel: Downland (71) 51101  
Required for January 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
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Headmaster on receipt of  
(95588) 134818

**DURHAM**  
COUNCIL  
SEVENOAKS DIVISION  
1000 Burnside, Sevenoaks  
Tel: 01-733 8018  
Required for January or Easter  
1986 Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
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Headmaster on receipt of  
(95588) 134818

## CROYDON

**LONDON BOROUGH OF**  
CROYDON  
ADDINGTON HIGH  
SCHOOL  
1000 Burnside, Addington, Croydon  
Tel: 0689 425456  
Required for January 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
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Headmaster on receipt of  
(95588) 134818

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LONDON BOROUGH OF  
CROYDON  
ADDINGTON HIGH  
SCHOOL  
1000 Burnside, Addington, Croydon  
Tel: 0689 425456  
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LONDON BOROUGH OF  
CROYDON  
ADDINGTON HIGH  
SCHOOL  
1000 Burnside, Addington, Croydon  
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(95588) 134818

**ESSEX**  
THE APPLETON SCHOOL  
1000 Burnside, Appleton, Essex  
Tel: 01-733 8018  
Required for January 1986  
Head of Science (Scale 3)  
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comprehensive school with a  
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**GLoucestershire**  
COUNCIL  
SEVENOAKS DIVISION  
1000 Burnside, Sevenoaks  
Tel: 01-733 8018  
Required for January or Easter  
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COUNCIL  
SEVENOAKS DIVISION  
1000 Burnside, Sevenoaks  
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## SECONDARY SCIENCE

## continued

**GLoucestershire**  
COUNCIL  
SEVENOAKS DIVISION  
1000 Burnside, Sevenoaks  
Tel: 01-733 8018  
Required for January 1986  
Head of Science (Scale 3)  
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Application forms and  
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Headmaster on receipt of  
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**HAMPshire**  
SOUTH EAST HANTS AREA  
SCHOOL  
Church Road, Basingstoke,  
Hants.  
Tel: Basingstoke 46241  
(12-16 mixed comprehensive)  
Required for January 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
large, well-equipped Science  
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Church Road, Basingstoke,  
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## HOUNSLOW

**MANOR SCHOOL**  
1000 Burnside, Hounslow  
Tel: 01-834 1200  
Required for January 1986  
Head of Science (Scale 3)  
The school is a 11-18 mixed  
comprehensive school with a  
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Tel: 01-834 1200  
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Application forms and















Lothian Regional Council  
Department of Education  
Stevenson College

### ASSISTANT PRINCIPAL

(re-advertisement)

### Division of SCIENCE and TECHNOLOGY

Applicants should have sound industrial experience, senior academic experience in Further Education and hold an appropriate University degree or equivalent qualification. Previous applicants need not re-apply. Application forms and further information from: The Principal, Stevenson College, Bankhead Avenue, EDINBURGH EH11 4DE. Tel: 031 453 6161.

West Lothian College

### SENIOR LECTURER III/ DEPUTE HEAD OF TECHNOLOGY

(re-advertisement)

The former separate departments of Building and of Engineering are now organised into the Division of Technology. This post is seen to relate to an experienced, qualified engineer whose discipline lies in one of the new technology fields. Apart from this achieving a balance with the current Head of Division, the amount of development work required in this area is obvious. Candidates will require to demonstrate their capability of fulfilling the special requirements of this new post, and their potential in the future development of technological education and training, together with the involvement of new F.E. initiatives in the new town of Livingston. Previous applicants need not re-apply. Application forms and further information from: The Principal, West Lothian College, Majorbanks Street, BATHGATE EH48 1JQ. Tel: 034300.

SALARY SCALES FOR THE ABOVE POSTS

Assistant Principal: £17901  
Senior Lecturer III: £12777-£14184  
AN EQUAL OPPORTUNITIES EMPLOYER (7829)

## Colleges of Further Education

### Heads of Department

#### CAMBRIDGE

(Equal Opportunity Employer)

#### CAMBRIDGE COLLEGE OF FURTHER EDUCATION

#### DEPARTMENT OF BUSINESS STUDIES

#### SENIOR LECTURER/HEAD OF SECRETARIAL STUDIES SECTION

Commencing Summer Term 1986 or sooner if possible. Applications are invited from experienced, well qualified Further Education Teachers, who have held positions of responsibility in this area of work.

Salary Scale: £11,735-£13,785.

Further details and application forms can be obtained by sending a SAE to the Principal, Cambridge College of Further Education, Newmarket Road, Cambridge, CB3 9EQ.

Closing date for receipt of application form: 32nd November, 1985. 230018 (194790)

Further particulars and application forms available from the Principal, Clarendon Road, Windsor, to whom completed forms should be returned within two weeks of this advertisement. An equal opportunity employer. 230026 (55303)

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AVON COUNTY  
TECHNICAL COLLEGE  
BRUNEL UNIVERSITY  
DEPARTMENT OF SCIENCE  
AND MATHEMATICS  
Applications are invited for the post of SENIOR LECTURER in COMPUTER SCIENCE. The successful candidate will join a team teaching computer science on a range of courses including C, C++ and A levels and the COLLEGE will offer a wide range of programming and information processing courses. The Department also has permission to run a BTEC National Diploma in Computer Studies details and application forms should be returned by 14th November 1985 to the Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU. Quota reference 85/34. 193747 230026

BERKSHIRE  
ROYAL COLLEGE OF  
BERKSHIRE  
WINDSOR &  
MAIDENHEAD COLLEGE  
Clarendon Road, Windsor  
LECTURER I (Graduate) required in Department of Continuing Education to teach and coordinate a range of Communication Studies in the Department. Experience of working with Engineering students an advantage. The post is available from 1st January 1986. Further particulars and application forms available from the Principal, Clarendon Road, Windsor, to whom completed forms should be returned within two weeks of this advertisement. An equal opportunity employer. 230026 (55303)

BERKSHIRE  
EDUCATION COMMITTEE  
BRACKNELL COLLEGE  
DEPARTMENT OF  
SECRETARIAL STUDIES  
REQUIRED AS SOON  
AS POSSIBLE

1. SENIOR LECTURER  
IN SECRETARIAL SKILLS  
2. LECTURER I IN SECRETARIAL SKILLS

Both posts to teach shorthand (Teeline and Pitman), typewriting, secretarial procedures and information processing. Salary in accordance with Burnham Further Education Scale plus London Fringe Allowance. Assistance with housing and other personal expenses may be given.

Further particulars and application forms, which should be returned within 10 days of the appearance of this advertisement, are available from the Principal, Bracknell College, Church Road, Bracknell, Bucks. RG1 1DJ. Tel: 0344 420411. An Equal Opportunity Employer. (04795) 230026

Further particulars and application forms, which should be returned within 10 days of the appearance of this advertisement, are available from the Principal, Bracknell College, Church Road, Bracknell, Bucks. RG1 1DJ. Tel: 0344 420411. An Equal Opportunity Employer. (04795) 230026

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Strathclyde  
Department of  
Education  
Further Education  
Applications are invited for the undernoted post. All candidates should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage but training can be given on an in-service basis.

### HEAD OF DEPARTMENT

STOW COLLEGE, 43 Shamrock Street, Glasgow G4 8LD, ELECTRICAL ENGINEERING. Head of Department (Grade 10). Degree or equivalent qualification in electrical/electronic engineering. Substantial experience in a promoted post in Further Education essential.

Salary  
HEAD OF DEPARTMENT  
GRADE 10 £16,328.

### LECTURERS

ELECTRICAL ENGINEERING. Lecturer 'A'. Degree of a British University or other appropriate qualification. The work relating to this appointment will be concerned broadly with power electrical engineering.

MECHANICAL/PRODUCTION ENGINEERING. Lecturer 'A'. Degree of a British University in Mechanical or Production engineering (or an appropriate alternative qualification). Experience related to the application of microprocessors/computers in engineering systems would be an advantage.

Salary  
Lecturer A £8,688 - 12,777 (Bar) £13,716

Placing on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from the Principal of the college concerned to whom completed applications should be returned not later than 22 November, 1985.

DEPARTMENT OF INFORMATION  
TECHNOLOGY AND SCIENCE  
Lecturer II in Telecommunications  
(2 posts)

Required to teach from the following range of subjects on BTEC Higher National Certificate and Higher National Diploma programmes:

- exchange switching
- data communication
- systems software

The preferred minimum qualification is BTEC HND in Telecommunications or equivalent. Some teaching experience and/or teacher training is desirable.

Salary: up to a maximum of £12,705 per annum.

Application forms and further particulars are available from the college, telephone (0208) 87221 ext 282, to be returned by the 22nd November 1985.

An Equal Opportunity Employer (7803)

Coventry  
Technical College  
Butts, Coventry CV1 Tel 0203 57221

TRESHAM  
COLLEGE  
Lecturer I in  
TRAVEL & TOURISM

Required as soon as possible, applications are invited from suitably experienced and qualified people in the field of retail travel, tour operations, or tourism in general.

Courses operating are BTEC National Diploma, Travel & Tourism (ABTA approved), BTEC General and City & Guilds 498 Certificate in Travel Studies.

For further details and application form, please contact: Principals Secretary, Tresham College, St. Mary's Road, Kettering, Northamptonshire NN16 7BS.

Telephone Kettering (0535) 86363. (7804)

WEST  
GLAMORGAN  
County Council  
Education Department

### LECTURING VACANCIES

Applications are







## Community Homes and Associated Institutes

### Other Appointments

#### NORTHAMPTONSHIRE

**WOOD TURNING INSTRUCTOR/CHILD CARE WORKER**  
BOERTON HOUSE COMMUNITY HOME SCHOOL  
Brackley

Lecturer 1 £6,207 - £9,066

This is an attractive residential school housed in the former village hall adjacent to the parish church. The school caters for 98 boys of junior/intermediate age who show a high level of disturbed behaviour.

We are seeking an experienced candidate who is skilled in wood-turning and has some knowledge of simple woodwork. We envisage the role being dual purpose, with part of the week spent teaching an older group and the remainder spent in child care.

Interested persons are asked to telephone the Principal, Gordon Wright, on an interview basis on 0530 70575.

Application forms and further details are available from the Personnel Branch, Social Services Department, Floor 4, Northampton House, Northampton, Tel: (0604) 256455.

Closing date: 22nd November 1985. 400008 (14031)

## Youth and Community Service

### GRAMPIAN REGIONAL COUNCIL

**TORRY URBAN AID YOUTH WORK PROJECT**  
Applications are invited for the following 3 posts in this year project sponsored by the Regional Council and funded under Urban Aid, based in Torry, Aberdeen.

Co-ordinator (Ref 1925/85) and project workers (2) (Ref 1926/85).

All workers should have proven ability in working with young people over 14 years of age. The co-ordinator will have overall responsibility for the project and will be responsible for the day-to-day running of the project. The project aims to encourage young people to take responsibility for the management of the project. The project will be a multi-racial situation within the local management committee. The project will be a multi-racial situation within the local management committee. The project will be a multi-racial situation within the local management committee.

Further information from Mr S. Scott or Mr W. Taylor, Torry Community School, Tel: Aberdeen 878359.

Application forms and further details from Director of Social Services, Woodhill House, Aberdeen AB9 1LU. Closing date: November 14/03/85. 400008

### GRAMPIAN REGIONAL COUNCIL

**COMMUNITY EDUCATION WORKER**  
Based at Kinloch Community Centre and part of the South-west Aberdeen Division. Salary £8,110 p.a. (plus irregular hours and weekend work). The successful candidate should hold a Diploma in Youth and Community Work or Adult Education.

Application forms and further details from Director of Social Services, Woodhill House, Aberdeen AB9 1LU. Closing date: November 20th. 400000 (05415)

Co-ordinator (Ref 1925/85) and project workers (2) (Ref 1926/85).

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### LONDON

**Inner London Education Authority**  
**GREENWICH YOUTH UNEMPLOYMENT PROJECT**  
The project has been established to provide a wide range of work and development opportunities for young people who do not make use of current educational provision and assist them in finding positive alternatives to unemployment. This is an exciting opportunity for innovative work with a wide range of young people.

Salary scale £1: £9,904 - £9,885. Unqualified/training £6,855 - £7,184. Both scales include London allowance. Assistance may be given towards household removal expenses.

The appointment will be to the service of the Authority. Details and forms returnable by 22nd November 1985 from Greenwich Youth Office, 909 Passway Place, Eltham SE8 3PQ. Applications for job share will only be accepted if submitted on a paired basis. EQUAL OPPORTUNITIES IN EMPLOYMENT. 440000

Inner London Education Authority

**RAILTON ROAD YOUTH CENTRE**  
Full-time youth worker required with experience of working with young people in a multi-racial situation within the local management committee. The project will be a multi-racial situation within the local management committee. The project will be a multi-racial situation within the local management committee.

Applicants should be in agreement with the Christian basis of the Centre. JNC Salary and conditions: £1: £9,904 - £9,885. Unqualified/training £6,855 - £7,184. Both scales include London allowance.

Appointments are to the service of the Authority with secondment to the Centre. Assistance may be given towards Household Removal Expenses.

Details and forms returnable by 22nd November 1985 from Greenwich Youth Office, 909 Passway Place, Eltham SE8 3PQ. Applications for job share will only be accepted if submitted on a paired basis. EQUAL OPPORTUNITIES IN EMPLOYMENT. 440000

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Inner London Education Authority

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## EDUCATION DEPARTMENT COMMUNITY EDUCATION YOUTH SERVICE DAY-TIME PROVISION UNIT

Applications are invited from suitably experienced and qualified persons for the following full-time posts with the DPU:

**PROJECT LEADER**

JNC4 (5-9) £10,209 - £11,382 plus £678 LW.

REF GC7203

**PROJECT WORKERS (Two posts)**

JNC3 (2-6) £8,103 - £9,087 plus £678 LW.

REF GC7204

The Unit is an integral part of the Borough's Youth and Community Service, which itself forms part of the Community and Further Education Branch of the Education Department.

The minimum requirements for these posts are: a qualification in youth and community work which is recognised both by the Department of Education and Science and the JNC; a sympathetic understanding of the social educational needs of young adults, particularly the young unemployed; and an ability to develop, and to assist others in developing, a range of programmes. Experience of working with young adults, including ethnic minorities, and of positive work with young women would be an advantage. Candidates for the post of Project Leader will be required, in addition, to have at least five years relevant post-qualification experience, to include a significant amount of time working with young adults in the age range 16-25.

Further details and an application form are obtainable from the Senior Education Officer, Community and Further Education, Graylawn House, 384 High Road, Leyton, E15 0JG. For further information ring 01-527 5844 Ext. 5156 - Neil Hobday, Assistant Youth and Community Officer.

Closing date for applications: 29.11.85.

**AN EQUAL OPPORTUNITY EMPLOYER**  
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

For further details and application form please Tel: 01-527 5844 Ext. 5156. Closing date: 29 November 1985. (05411) 440000

Inner London Education Authority

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## YOUTH & COMMUNITY

continued

### LONDON

**Inner London Education Authority**  
**UNEMPLOYED YOUTH PROJECT**  
The project has been established to provide a wide range of work and development opportunities for young people who do not make use of current educational provision and assist them in finding positive alternatives to unemployment. This is an exciting opportunity for innovative work with a wide range of young people.

Salary scale £1: £9,904 - £9,885. Unqualified/training £6,855 - £7,184. Both scales include London allowance. Assistance may be given towards household removal expenses.

The appointment will be to the service of the Authority. Details and forms returnable by 22nd November 1985 from Greenwich Youth Office, 909 Passway Place, Eltham SE8 3PQ. Applications for job share will only be accepted if submitted on a paired basis. EQUAL OPPORTUNITIES IN EMPLOYMENT. 440000

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## ITALY

**THE JAMES HENDERSON BRITISH SCHOOL OF MILAN**  
Requires a qualified male primary teacher for 3-10 years experience. The school is a private day school with a lower school library is available. Permanent contract after initial period of 4 months. Membership of the British Council and health service. Member in allowance plus airfare London - Milan. Salary range £13,333 - £15,000. Interviews and references. Apply to Miss D. Heard, Quilley-Thompson Services Ltd., 6-8 Rockville Street, London W1X 3BR. Tel: 01-734 0161. (05454) 460000

**ITALY**  
**POSTGRADUATE RESEARCH ASSISTANTSHIP**  
The International School for Advanced Studies in Trieste offers a postgraduate research assistantship in the field of mathematics. The position is for a period of 12 months, starting in September 1986. The successful candidate should have a PhD in mathematics and be able to speak Italian. Salary: £12,000 per annum. Applications should be sent to the School of Mathematics, International School for Advanced Studies, Strada 14, 34136 Trieste, Italy. Tel: 0431/231111. (05454) 460000

**PAKISTAN**  
**ISLAMIC CHRISTIAN SCHOOL**  
A small international boarding school in the Himalayas catering mainly for the children of missionaries and other expatriates. The school is seeking a Headmaster for August 1986. The successful candidate should have a degree in education and be able to speak Urdu and English. Salary: £12,000 per annum. Applications should be sent to the School of Education, Islamic Christian School, P.O. Box 100, Murree, Pakistan. (05454) 460000

**KENYA**  
**ANDREW'S SCHOOL**  
The HEADSHIP becomes vacant at Andrew's School. Please send your curriculum vitae and references to the Principal, Andrew's School, P.O. Box 100, Murree, Pakistan. (05454) 460000

**SHROPSHIRE COUNTY COUNCIL**  
An Equal Opportunities Employer

**YOUTH SERVICE ASSISTANT YOUTH**  
Applications invited from youth workers to research needs and develop work with young people at a WEBB YOUTH CLUB, Dawley, Telford.

Person appointed will work in the South Wrekin District Team.

Instap approved staff development policy.

Salary JNC: £5,817 - £7,355. For approved additional qualifications, with a review after 12 months. Completion of a probationary period to JNC Range 5.

Further details, job description and application form from County Education Officer, Shropshire, Shrewsbury, Shropshire, Tel: 0742 224409.

Closing date: 28 November 1985. 440000

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# MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY Senior Teaching Appointments in North West Europe and Cyprus

The Ministry of Defence invites applications from suitably qualified and experienced individuals for the following posts in West Germany and Cyprus, which are to be filled from the Summer Term 1986.

## Headteacher

**John Buchan Middle School, Sennelager, West Germany, (Group 6)**

A suitably qualified and experienced teacher is required for this school catering for 9-15 year olds. The school is situated in pleasant surroundings in the Sennelager Training Area, near the University town of Paderborn. The school was purpose built in 1974 and currently has a role of 424 pupils.

The teacher appointed will be expected to show a commitment to Middle School ethos and philosophy as developed over the year, whilst at the same time showing an awareness of likely curricular developments in the late 80's.

## Headteacher

**Wellington First School, Osnabruck, West Germany, (Group 5)**

An enthusiastic teacher with significant experience as a Deputy or Headteacher of a smaller school is sought for this important post.

Osnabruck is a large garrison and Wellington School is one of 3 First Schools currently catering for the 5-9 range. The school is a barracks block conversion with purpose built additional hall and dining area, and indoor swimming pool. There are many excellent facilities including Resources Rooms, Library, and Music Room. The school also houses one of 3 Special Education Units with Eastern Area (SES) and so it is expected that applicants will have an interest and understanding of the needs of children with learning difficulties. Currently there are 260 children on role and staff establishment of 14.

## 2nd Master/Mistress (Director of Studies)

**Gloucester Secondary School, Hohne, West Germany, (Group 9)**

Applicants are invited from graduates with a sound knowledge of current trends in education and well-formulated ideas on curriculum development and evaluation for the post of Director of Studies.

In assuming Deputy Head status within the school the successful candidate will be a member of the senior management and policy team contributing to all aspects of school organisation.

Specific responsibility will be for curriculum organisation and all facets of its operation, requiring a clear understanding of time-tableing and substantive experience of leading a major department in a comprehensive school.

Additional tasks will be associated with the routine administration of the school necessitating proven organisational skills and experience.

## Deputy Headteacher

**St John's Secondary School, Eplakopt, Cyprus (Group 8)**

A well qualified and experienced teacher is required to join the senior management team at St John's mixed 11-18 comprehensive school.

The successful applicant will work closely with the Headteacher, the Deputy Head (Academic) and the three heads of section. It is expected that the successful candidate will have overall responsibility for the school's pastoral system, careers education and the personal and educational programme.

The successful candidate should have substantial experience at Head of major department or senior pastoral post level in medium or large comprehensive schools.

Candidates for all posts will be expected to show a disposition to integrate with the local military community and maintain good relations with parents.

**SALARY** is in accordance with the current Burnham scales. In addition, the London Area Allowance currently £1,038 per annum is payable.

**SUPERANNUATION** normal rights are safeguarded.

**FOREIGN SERVICE ALLOWANCE** A tax free allowance is payable.

**ACCOMMODATION** is normally provided rent free.

**DURATION OF ENGAGEMENT** Initially for a period of 3 years.

All applicants should normally be resident in the United Kingdom.

Applicants should note that teachers do not normally serve in Service Children's Schools abroad after the academic year in which they reach the age of 50 and, therefore, the preferred age is under 47 at the commencement of the engagement.

The Civil Service is an equal opportunities employer.

Requests for an application form and further details should be made to Ministry of Defence CM(8)103, Room 8/06, St Christopher House, Southwick Street, London SE1 0TD or by telephone on 01-921 2116.

The closing date for completed applications forms is Friday 29th November 1985.



## OVERSEAS POSTS continued

### AUSTRALIA

THE NEW SOUTH WALES  
INSTITUTE OF  
TECHNOLOGY

Equal Employment  
Opportunity is Institute  
Policy

SCHOOL OF BUSINESS  
AND PUBLIC  
ADMINISTRATION

LECTURERS  
\$A\$6,236 - \$A\$4,467 p.a.

The School of Business and Public Administration is involved in teaching research and consulting in the areas of Applied Psychology, Employment Relations, Organisation and Management, Operations Management, Policy Planning and Strategy, and Public Sector Management.

### REQUIREMENTS:

Teaching assignments would be at both graduate and undergraduate levels and applicants would be expected to have research interests, as well as academic qualifications at post-graduate level, in disciplines relevant to the positions specified. Applicants will also have back-up strength in the use of computers as essential, while teaching experience at tertiary level, though desirable, is not essential. Some knowledge of the use of computers as aids to management decision-making would be advantageous.

LECTURER IN MANAGEMENT

DEPARTMENT OF  
DEVELOPMENTAL AND  
QUALITY MANAGEMENT

Applicants should possess skills in managing organisations and in teaching and research in the field of Organizational Behaviour. The appointee would be required to lecture from among a number of subjects offered by the Department, such as Organizational Analysis and Design, Organizational Change and Adaptation, Organization Development, Management and Management of Organizations.

LECTURER IN MANAGEMENT

DEPARTMENT OF ORGANIZATIONAL BEHAVIOUR

The successful applicant will be required to teach and research in the subject area of Organizational Behaviour. Depending on qualifications and experience, the appointee may also expect to teach and research in related areas such as Applied Psychology, Organizational Behaviour, and Management and Management of Organizations.

An information sheet is available from the address below.

A senior officer of the Institute will be in London in early December for selected interviews.

**CLOSING DATE:** Friday 9th November, 1985.

Applications including full details of academic and professional background, plus the names and addresses of three referees from whom confidential reports can be obtained, should be forwarded to: The Director, New South Wales Government Offices, 56 Strand, London WC2N 6AE (08506) WCAN 460006

### UNITED STATES

US recruitment agencies representative of the U.S. Government are seeking a graduate for a forthcoming trip to Texas and the South to arrange appointments for 1986. No fees to you. Graduates with some practical experience preferred. We especially seek maths, sciences and Spanish language specialists. Full details of salary/relocation packages will be available in a few weeks. Send CV now Write Box 725 00486, Priority House, 55 Termination Lane, NCIM 460006 (08519)

## TEACHING COUPLES NEEDED SAUDI ARABIAN INTERNATIONAL SCHOOLS - DHAHRAN DISTRICT

Minimum of two years Primary Schools teaching experience in any combination of the following curriculum areas would be advantageous but not essential. Teachers with lower Secondary/Primary Middle School experience in these areas are also sought.

Computer Education Science  
Language Development Maths  
Music Physical Education

Salary Range: £14,200-£22,000 per person  
Benefits: Furnished housing with Paid Utilities; Annual Home Leave Travel Field; Termination Bonus, Health Insurance; Car Loan

Duration of Contract: Two Years (Renewable)  
Commencement Date: Late August 1986

Interested teaching couples only should post letter with curriculum vitae attached to:

PERSONNEL DIRECTOR  
SAUDI ARABIAN INTERNATIONAL SCHOOLS  
P.O. BOX 81  
DHAHRAN INTERNATIONAL AIRPORT  
DHAHRAN, SAUDI ARABIA 31332

## Agriculture & Technical Teachers

# Cut out for the Third World?

Voluntary Service Overseas is looking for teachers trained in Agricultural Science, Design and Technology, Carpentry and Metalwork to instruct and to assist in the development of curricula in secondary schools and vocational colleges. There are over 10 posts in countries including Zimbabwe, Zambia, Uganda, Nigeria and the Caribbean.

Candidates should be aged between 20 and 65, without dependants and willing to be posted for two years - working for no more than the local rate of pay.

You need understanding and sensitivity as well as a real concern to combat all exploitation - whether economic, racial, political or sexual.

(Most employers, by the way, will give VSO volunteers leave of absence.)

For more information, please complete this coupon, cut out and post to Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW.

I'm interested in volunteering. My qualifications or experience are:

Name \_\_\_\_\_

Address \_\_\_\_\_

TE2011

(22p S.A.E. appreciated)

VSO is working overseas

Charity no 313757

VSO also needs: builders, engineers, teachers, horticulturists, community & health workers, lifeguards and many more.

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TE2011

## The New English School

# KUWAIT

Teaching posts in the following subjects or combinations of subjects will become vacant in September 1986 in this English Medium School. Joint applications from married couples without children are particularly welcome.

## Secondary School

(1100 on roll to "O" and "A" Level)

English language and Literature

Mathematics

Chemistry

Physics

Biology

Computing Studies

History

Geography

French

Art

Economics

P.E.

Music

Primary School

(100 on roll)

Upper Junior Class Teachers (9 1/2 - 11 1/2 Years)

Lower Junior Class Teachers (7 1/2 - 9 1/2 Years)

Infant Class Teachers (4 1/2 - 7 1/2 Years)

Music

Terms

One year contract renewable beginning September 1st 1986 tax free salary in range pounds sterling £7500 to £12,500 (at current exchange rates) according to qualification and experience. Terminal gratuity rent free furnished airconditioned accommodation. Economy class return air passages. Interviews in UK March 7th to March 25th.

For further information and application form apply with brief curriculum vitae to:

The Director  
New English School  
P.O. Box 8158  
Hawalli, Kuwait  
Arabian Gulf

enclosing a self addressed (not stamped) foolscap envelope. (781)

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(22p S.A.E. appreciated)

VSO is working overseas

Charity no 313757

VSO also needs: builders, engineers, teachers, horticulturists, community & health workers, lifeguards and many more.

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## LANGUAGE INSTRUCTORS

# Male

# Saudi Arabia

General Arabian Medical and Allied Services Limited (GAMA) is the Hospital Management Company providing consultancy services to the prestigious Riyadh Al-Khaz Hospital Programme in Saudi Arabia.

## Senior Language Instructor

£21,600 p.a. Tax Free + Bonus

Ref. 3354

With a minimum of 10 years' experience of teaching English as a foreign language.

## Language Instructor

£18,300 p.a. Tax Free + Bonus

Ref. 3353

With a minimum of 5 years' experience of teaching English as a foreign language.

We now have vacancies for Language Instructors to provide effective language tuition to staff employed by the Hospital Programme and the Medical Services Division. All candidates must hold post-graduate TEFL or RSA TEFL in addition to a first degree. Preference will be given to candidates with a science related background such as a university science faculty or medical environment. Middle East experience is desirable.

These married status contracts are offered for a 2 year initial term and carry benefits which include: free, fully furnished accommodation, 4 weeks leave every 6 months service, free air fares (including leave flights), and a 2 months salary bonus on satisfactory completion of contract. Salaries are paid in Saudi Riyals and the sterling salaries quoted are based on 5.0 SR = £1.

Please write with a comprehensive curriculum vitae, quoting reference number, to:

GAMA INTERNATIONAL LTD.

6 Duke of York Street, London SW1T 6LA.

Applications must be returned by 20th November.

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# A major challenge in the management of change

Stronger forward planning and greater management effectiveness are key aims of a major re-organisation of the Education Department of the largest Metropolitan District Council in England and Wales.

Birmingham Education Committee, with a net revenue budget of £245 million, over 25,000 employees and nearly 500 Schools and Institutions to run, has approved changes designed to sharpen up analysis of central policy issues, improve communications at all levels and contribute to more efficient use of resources for enhancing educational services in the City.

## ASSISTANT CHIEF EDUCATION OFFICER (Financial, Personnel and Management Services)

£19,926 - £21,492

The Assistant Chief Education Officer will play a pivotal role in enabling these changes to be implemented against a background of sound financial monitoring, efficient office administration and a positive approach to industrial relations and personnel management.

The post holder will participate fully in the

Departmental Management Team and be expected to contribute to the overall management of the Education Service.

Candidates, who should have proven leadership qualities and management experience, must demonstrate a capacity for stimulating fresh ideas and implementing agreed policies and systems.

If this post attracts you, please send for further details. Informal contact is encouraged and can be made at any stage by telephoning Sarah Wager or Louise Cole on a special line - 021-235 2458.

Application forms (returnable by Monday, 25th November) and further details from:-

The Chief Education Officer, Personnel Branch, Room 11, Education Office, Margaret Street, Birmingham B3 3BU. Telephone: 021-235 2801 or 021-235 2587.

This post is subject to LMGC ring fence procedures and, with their agreement, it is now being offered on an unrestricted basis. Applications are invited from anyone with appropriate qualifications or experience, but priority will be given to employees of the GLC or MCC's.



### ADMINISTRATION - LEA

continued

#### SANDWELL METROPOLITAN BOROUGH COUNCIL

##### EDUCATION DEPARTMENT

###### GENERAL ADVISER

for I.N.S.E.T. (T.R.I.S.T.)

Salary Scale H.T. Group 5 £14,564 - £15,965 p.a.

Applications are invited for the temporary post of General Adviser for I.N.S.E.T. (T.R.I.S.T.).

The appointment is funded by the Manpower Services Commission and will be limited to one year from 1st January 1986 to 31st March 1987.

Further details and application forms are available from the Director of Education, Highfields, High Street, West Bromwich and should be returned no later than 13th November 1985.

Sandwell Council is an equal opportunity employer. Conspiring with members of the authority will be disqualifying.

A union membership agreement is in operation. 480000

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### LONDON SW9

#### CO-ORDINATOR FOR A SUPPLEMENTARY SCHOOL IN LAMBETH

The Council for Community Relations in Lambeth is looking for a Co-ordinator to help organise, develop and run this school and provide extensive educational activities and supplementary education for racial areas.

Candidates must have an appropriate teaching qualification, organisational ability, experience of working with multi-racial communities, and an awareness of the needs of young people outside a school setting would be desirable.

Flexibility of approach is important, both in developing contacts with parents, teachers, schools, colleges, and those in the community.

Salary: Burnham II (plus London weighting Allowance).

Application forms and job description available from: CRR, 441 Brixton Road, London SW9 6JF. Tel: 071 732 9797. Ext. 344 or 345. Closing date: 22nd November 1985.

This is a re-advert and previous applicants need not re-apply.

CRR is an Equal Opportunity Employer. 480000

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### THE TIMES EDUCATIONAL SUPPLEMENT 8.11.85

#### ADMINISTRATION - LEA

continued

##### ESSEX COUNTY COUNCIL

###### EDUCATION DEPARTMENT

###### CAREERS SERVICE

###### CAREERS OFFICER (MAINGO 1 Post No. C0834)

Scale 4 or 5 (£6,900 - £7,710 or £7,980 - £8,697 plus Inner London Allowance)

Required at Loughton Careers Office.

Applicants, who should hold the Diploma in Careers Guidance or equivalent, will be required to carry out a full range of duties including vocational guidance of young people in schools and counselling and guidance for the young unemployed.

Good progression prospects to senior posts.

Closing date: 22nd November 1985.

Application form and further details (a.s.e. please) from the County Education Officer, P.O. Box 47, Chelmsford CM1 1LD (Chelmsford 867585 Ext. 2626). (1409) 480000

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## Miscellaneous

**SALES CAREER** with Sun Life of Canada offering an interesting and rewarding future, combining security and opportunity. Full training, unlimited prospects and attractive income. Suitable applicants, aged between 24 and 49, can be employed in the area of their choice. Phone 01-930 5400, Ext. 267 or write Mr R.J. Colley, 24 Cockspur Street, London SW1V 5BH. (94490) 660000

**EXCITING NEW BUSINESS OPPORTUNITY** Your chance to get out and get rich. No capital needed just the initiative to ring 0483 750571. (94471) 660000

**AVAILABLE SEPTEMBER 1988** Places on office change scheme to Canada. Opportunity for personal and professional refreshment whilst retaining job security. Financial assistance and comprehensive guidance available. Interviews being held strictly by appointment only. Details on receipt of SAE (7216) to LECT, Seymour Mews House, 10 Seymour Mews, London W1P 9SE. (93600) 660000

**FED UP? BORED? CANT FIND A JOB?** Now you can. Join our D.T.P. Approved Driving Instructor course. Full details on receipt of SAE (7216) to LECT, Seymour Mews House, 10 Seymour Mews, London W1P 9SE. (93600) 660000

## DIOCESE OF OXFORD

Applications are invited for a Religious Education Officer to take up the post as soon as possible after 1st April 1989. The post is open to men and women, lay or ordained, who have qualifications and experience that will enable them to contribute in the statutory as well as voluntary sector.

Further details and how to apply from Canon Vincent Stridwick, Diocesan Director of Education, Church House, North Hinksey, Oxford OX2 0NS. Tel: 01865 242668. Applications close November 22nd, 1988. (94864) 660000

**MATRONS/MISTRESSES** required in independent schools should write with a.s.e. to: Billingham, Sussex. (16314) 660000

## GOOD COMPUTER SOFTWARE SKILLS?

WE CAN OFFER YOU A SALESMANSHIP WITHIN A RAPIDLY

**EXPANDING GROUP OF PRINTING/PUBLISHING COMPANIES**

First Photocasting specialist in the computerized typesetting of magazines and newspapers. Located in the City of London, in short walk from Fleet Street, we seek to recruit a sales executive who, after training, will support computer applications through direct sales and customer support. A professional and enthusiastic approach combined with a desire to succeed in a competitive marketplace is essential. Career prospects are good and an excellent salary package is available for the right applicant.

If you would like to know more about this exciting opportunity, write to our Manager, Mr. Gavin O'Mahoney, 10 Eastlands Academy, 10 Eastlands, London EC1M 3JR. (93508) 660000

## Outdoor Education

**DEVON SKERN LODGE OUTDOOR CENTRE**

Excellent value for money school and college programmes. Tel: 03572 75992 or write Skern Lodge, 10000, Devon EX39 1NG. See our main advertisement on page 24. (16114) 660000

**KINGSEY ADVENTURE SCHOOL** North Devon - award and run by a teacher couple. Telephone for our video 03572 70371. (10360) 660000

**RESIDENTIAL ADVENTURE CENTRE MANAGERS**

PGL leaders in adventure holidays for youngsters, requiring residential managers with organizational and management skills to run Adventure Centres for 100 - 150 children.

Each centre has a team of up to 60 staff working to instruct sports and outdoor pursuits or to look after youngsters outside activity periods. All staff are fully trained and supported staff.

Useful experience includes working with youngsters, management, administration and a knowledge of a cross-section of sports. Ideal for 25-35.

## VACANCIES

**LONG SEASON:** Wales & Wye Valley, Feb. to Sept. Apply in writing with full C.V. to: Director, S.E. Norman Road, St. Leonards-on-Sea, East Sussex. Full details supplied upon receipt of application. (14046) 700000

**MEDIUM SEASON:** France & Wye Valley, May to Sept.

**SUMMER ONLY:** UK mainly 15 July to 31 Aug. Vacancies also exist for Activity Instructors and Group Leaders.

Further details and application form from: Gill Hinton, PGL Young Adventurers, 832 Station Street, Ross-on-Wye HR10 7AL. Tel: (0989) 84111. (94456) 660000

## SOUTH DEVON

**COURTLANDS CENTRE** Kingsbridge, S. Devon. School journeys, Field Courses, Outdoor Pursuits, Contact and Musical Camp, full-time residential facilities. Good Food, Licensed Bar, Free Previews Weekends. Contact the Centre Manager, Mrs. P. Jones, Kingsbridge, Devon. Tel: 0548 55022. (19649) 660000

## YMCA NATIONAL CENTRE

Fairthorne Manor, Staffordshire. Are you a 'people' person? Are you looking for a fresh challenge in a new environment?

Then this newly created senior post in a well established residential and training centre is for you. It provides an ideal and rewarding career opportunity for someone with successful managerial experience and good interpersonal skills. Responsibilities include: recruitment, training and counselling. The person appointed will be expected to tutor part time. Check your commitment in person.

**YMCA** Home 3 (In-Admission). Details: The Director, YMCA National Centre, Fairthorne Manor, Staffordshire. Tel: 0548 55022. (19649) 660000

## English as a Foreign Language

## HAMPSHIRE

**ASSISTANT DIRECTOR OF STUDIES - HAMPSHIRE** ready to take on some administrative and pedagogical responsibilities. Required to assist in the running of the school. The school is situated in a beautiful residential area. For international businessmen, students and teachers. The school is a leading centre for the development of English language and culture. The post may be full or part-time. Candidates should be graduates of a university or college and have a minimum of 3 years teaching experience. A diploma in English is essential. An adaptable, dynamic person who is keen to be thoroughly involved in the school is required. Applications to: Elizabeth Lingard, Director of Studies, Lingard & Co. Ltd, 100, The Quadrant, Winchester, Hampshire. Tel: (01964) 700000

**HASTINGS** **EMERGENCY SCHOOL OF ENGLISH** requires an Assistant Director of Studies with a view to assuming full responsibility as Director within six months. Graduate with experience and full H.A.E. or P.O.C. (T.E.F.L.) essential. Administration experience preferred. Apply in writing with full C.V. to: Director, S.E. Norman Road, St. Leonards-on-Sea, East Sussex. Full details supplied upon receipt of application. (14046) 700000

**SHEFFIELD** **HIVEFIELD CITY POLYTECHNIC** Interested in working overseas? Why not train to teach English to speakers of other languages?

Open Polytechnic Distance Training programme available. Certificate in TESOL (Licentiate Diploma) (TESOL). For full details write or phone quoting TESOL Courses, Sheffield City Polytechnic, 100, The Quadrant, Sheffield S1 4AB. Tel: (0742) 30900. (16532) 700000

**SPAIN** Needed: Experienced teachers to teach English in Spain. To teach English in a foreign language in a foreign country. Interviews held in Britain. Write C.V. URGENTLY to: Amasup-19, Madrid, Spain. (14033) 700000

**T.S.F.L.** new/mint condition textbooks/course material available. Amasup-19, Madrid, Spain. (14033) 700000

**TURKEY** EFL TEACHERS. Qualified and experienced teachers required. Good pay. Free accommodation. See C.V. to: Amasup-19, Madrid, Spain. (14033) 700000

**HOME/SCHOOL LIAISON OFFICER** (Burnham Scale III) with the ability to work with a variety of cultural groups in Peterborough inner city schools. Possible housing assistance.

Forms of application and further details (i.e. first class) from the Senior Area Education Officer, Townhill Close, City Road, Peterborough PE1 1UL. Closing date for applications 22nd November, 1988. (7819) 700000

**COVENTRY CITY COUNCIL** **MINORITY GROUP SUPPORT SERVICE**, Southfields School, South Street, CV1 5EJ. Head of Service: Mr. D. Pritchard.

**Specialist Teachers in Special Schools** Scale 3. Required as soon as possible two teachers to work as members of the Minority Group Support Service with children of New Commonwealth origin in a variety of Special Schools and to help and support their parents in educational activities.

A knowledge of the backgrounds of Asian and/or Caribbean families is a necessary requirement for the post. An ability to speak an Asian Language and teaching experience of English as a Second Language or in the field of Special Education would be advantageous.

Telephone (0203) 26888 for further details. Apply by letter together with full curriculum vitae and names and addresses of two educational referees one of whom should be present/last Head Teacher, to the Head of Service within 14 days of appearance of advertisement. Enclose SAE if acknowledgement required. Conveying disabilities.

**LEICESTER UNIVERSITY** **SCHOOL OF EDUCATION** **MASTER OF EDUCATIONAL STUDIES** 1988-87

The University of Leicester School of Education invites applications from suitably qualified candidates for the M.Ed. Studies. This degree has been designed to provide teachers and administrators with an opportunity to extend their professional education at an advanced level.

The next admission to the course will be in October 1988. Assessment is by dissertation and coursework. The course is offered on both a one-year full-time and a two-year part-time basis. Students will study two of the following options:

Science Education, Curriculum Studies in Secondary Schools, Primary I: Curriculum Studies in Primary and Middle Schools, Primary II: Socialisation in the Primary School, Multi-ethnic Education and Society, Moral Education, Educational Management, Counselling Skills and Pastoral Care, Children with Special Needs in normal schools, Social Education.

Full details and application forms can be obtained from: Secretary to Higher Degree Courses, University of Leicester School of Education 21 University Road, Leicester LE1 7RF. Closing date for applications: 31 January 1988. (7801) 700000

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## English as a Second Language

## BARNET

**LONDON BOROUGH OF BARNET** **ENGLISH LANGUAGE TEACHING SERVICE** Required January/April, 1989.

As an extension of its present work the S.E.L.T. Service is setting up a Team of teachers (4 posts each team) to provide support for bilingual pupils with first language other than English in Barnet Junior and Secondary Schools.

In addition to E.S.L. teaching in schools where there are substantial numbers of bilingual children, members of the Team, working alongside classroom teachers, will be expected to develop approaches and materials which will assist mainstream teachers to meet the needs of bilingual pupils in their classes. Applications are invited for the posts of:

**TEAM LEADER**, Scale 3 for the Junior Team, and **TEAM LEADER**, Scale 3 for the Infant Team. Teachers with considerable experience of work in bilingual pupils in their classes. Applications are invited for the posts of:

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## English as a Second Language

## BARNET

**LONDON BOROUGH OF BARNET** **ENGLISH LANGUAGE TEACHING SERVICE** Required January/April, 1989.

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